

Assessment Results/Fall 2016

All Disciplines

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
2016-2017 (Fall 2016)	ACCT 1A	SLO #1	Identify the components of posting transactions, the adjusting process and completing the accounting cycle.	31/44 or 70% of the students were successful in completing this assignment and earning a "C" or higher. 13/44 or 30% did not complete or submit the assignment and resulted in a failing grade.	Continue to improve students' knowledge with projects as such, which in turn helps the student to retain the subject matters of the course. Encourage students to involve themselves in more practical aspects of the course, as this helps them to retain most of the knowledge needed to succeed.	There were no changes made.	
		SLO #1A (Vasconcellos)	Recognize specific methods of maintaining financial records adopted by publicly held corporations participating in the global marketplace.	Examinations (Mid terms 1 and 2) indicated 4/5ths comprehension in this area leading to significant understanding and implementation during project.	Action Plan will engage more discussion/presentation on the legal purposes for such adoptions.	Greater emphasis placed on developing methods of business ownership for project while recognizing the importance of each format.	
		SLO #2	Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies.	38/44 or 86% of the students participated and successfully completed the discussion assignment with a "C" or higher. Then 6/44 or 14% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	The above data indicates 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 communication process.	Changes made included constant reminder on the improvement of student's participation and emphasize the importance of class discussion and participation.	
		SLO #2A (Vasconcellos)	Understand and apply the Accounting Cycle	Limited knowledge by third of the semester with only 56% completely grasping material by semester's end.	Will continue utilizing similar practices for fall semester.	Perhaps much emphasis placed on "objective" without instructor modification based on skill limitations identified at onset.	
		SLO #3	Analyze complex accounting problems to determine the proper component and method to use to solve the	34/44 or 77% of the students completed the weekly quizzes earning a "C" or higher, 10/44 or 23% performed below expectation due to not completing or	The overall assessment of student's understanding of the course material is not based solely on quizzes	There were no changes made	

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		SLO #3	problem.	submitting the assignment and resulted in a failing grade.	alone, but at least it helps to reinforce the learning experience.	There were no changes made	
		SLO #3A (Vasconcellos)	Perform financial statement analysis as a part of strategy implementation for companies utilizing both domestic and foreign subsidiaries.	Some understanding here when asked to compare and understand domestic and foreign financial statements. Basic understanding of principles, rules, guidelines in this area were noted.	Group assignments/project will have more emphasis in future semester in hopes of attaining objective.	Discussion and testing in area may have allowed for positive results: 83% comprehension by late semester.	
ACCT 1B	SLO #1	Identify the components of Corporations (organization, income, taxes, stockholders' equity, dividends, capital stock transactions, investment in stocks, bonds and financial statement analysis).	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+ (94.2%), excludes 3 non-submitted papers. 11/12 or 92% of the students were successful with the written essay and 1/12 or 8.3% scored 65% (due to an incomplete submission). One of the three students not submitting the written assignment later failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 65/D being the lowest grade. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement or skipped parts of the assignment.	No changes need to be made to the course for this particular SLO written assignment. The students know about this assignment in week 1 and reminders are posted in week 2, 3, 4, 5, 6, 7, and 8.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.		
				For this SLO, students demonstrate understanding of the components of Corporations through a written SLO assignment, which specifically addresses this topic/SLO#1. The average score is A+ (97.4%), excludes 8 non-submitted papers. 18/19 or 95% of the students were successful with the written essay and 1/19 or 5% scored 65% (due to an incomplete assignment). Two of the eight students not submitting the written assignment later failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 65/D being the lowest grade. Students losing points on this SLO Written	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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				Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement or skipped parts of the 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+ (94.2%), excludes 3 non-submitted papers. 11/12 or 92% of the students were successful with the written essay and 1/12 or 8.3% scored 65% (due to an incomplete submission). One of the three students not submitting the written assignment later failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 65/D being the lowest grade. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement or skipped parts of the assignment.	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, as always. The students know about this assignment in week 1 and reminders are posted in week 2, 3, 4, 5, 6, 7, and 8.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.	
				For this SLO#2, students demonstrate understanding of the various accounting techniques through a written SLO assignment, which specifically addresses this topic/SLO#2. The average score is A+ (97.4%), excludes 8 non-submitted papers. 18/19 or 95% of the students were successful with the written essay and 1/19 or 5% scored 65% (due to an incomplete assignment). Two of the eight students not submitting the written assignment	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	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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				<p>later failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 65/D being the lowest grade. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement or skipped parts of the assignment.</p>	<p>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, as always.</p>	<p>N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.</p>	
		SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	<p>Measureable data for this SLO is taken from Week 2 Quiz, questions 9-18, which relate to solving complex accounting problems from the textbook.</p> <p>The pass rate for these specific accounting problems/questions 9-18 was 66%. 26/27 or 96.3% students completed the quiz. This SLO achievement/threshold is somewhat acceptable, because a lot of students skipped these particular questions on the quiz (there are a lot of zeros/non-attempt on these); they are heavily weighted (more so than the other quiz questions). The students are warned before they enter the exam about the heavily weighted accounting problems.</p>	<p>No changes need to be made to the course for this particular quiz, SLO assignment.</p>	<p>N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.</p>	
				<p>Measureable data for this SLO is taken from Week 2 Quiz, questions 9-18, which relate to solving complex accounting problems from the textbook.</p> <p>The pass rate for these specific accounting problems/questions 9-18 was 76%. 14/15 or 93.3% students completed the quiz (1/15 students, 6.6%, did not complete the quiz and later failed the course). This SLO achievement/threshold is somewhat acceptable, because a lot of students</p>	<p>No changes need to be made to the course for this particular quiz, SLO assignment.</p>	<p>N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO quiz assignment.</p>	

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				skipped these particular questions on the quiz (there are several zeros/non-attempts on these); they are heavily weighted (more so than the other quiz questions). The students are warned, before they enter the exam, about the heavily weighted accounting problems.	No changes need to be made to the course for this particular quiz, SLO assignment.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO quiz assignment.	
	ACCT 4	SLO #1	Identify and discuss the components and techniques of managerial accounting (variable costs, fixed costs, activity based costing, relevant costs, and benefits, cost-volume-profit analysis, job order costing, process costing, standard costs and net present value) used for analysis.	15/17 or 88% of the students participated and successfully completed the discussion assignment with a "C" or higher. Then 2/17 or 12% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	Continue to encourage students to improve in their individual discussion posts, participate in the class discussions and to work on improving better communication process.	Changes made included constant reminder on the improvement of student's participation and emphasize the importance of class discussion and participation.	
		SLO #2	Demonstrate and appraise the use of managerial accounting technique in an organizational setting	15/17 or 88% of the students completed the weekly quizzes earning a "C" or higher, 2/17 or 12% performed below expectation due to not completing or submitting the assignment and resulted in a failing grade.	Plan to involve students in more practical aspects of the course, as this helps them to retain most of the knowledge needed to succeed with the course material and the stated SLO.	No changes made	
		SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	16/17 or 94% of the students were successful in completing this assignment and earning a "C" or higher. 1/17 or 6% failed to submit the assignment and resulted in a failing grade.	Good amount of students understanding the course material.		
	ACCT 5	SLO #1 (Vasconcellos)	Develop a personal financial plan incorporating risk management, taxation, asset management and debt management techniques.	Lack of comprehension at onset (21%) with significant attainment of objective by end of semester: 74.3%	Action Plan will consist of incorporating greater emphasis on Estate and Insurance Planning along with retirement fundamentals and planning.	N/A given course had not been offered for several years.	
		SLO #2 (Vasconcellos)	Calculate investment returns using compounding and discounting methodologies necessary for retirement planning	Excellent mathematical aptitude in this area perhaps due to preparation in previous accounting courses. Calculations were implemented with success in each students' financial plan.	Will continue utilizing similar practices for fall semester.	N/A; see SLO, #10.	

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		SLO #3 (Vasconcellos)	Understand the importance of life cycle planning	An addendum to investment planning section of course whereby students were asked to discern "where" in client/student life cycle appropriate investment selection would occur. Essays and case projects showed 96% attainment in this area.	Group assignments/project will have more emphasis in future semester in hopes of attaining objective.	N/A, but the importance of "cycle" analysis will continue to form part of course design.	
	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 10 students enrolled on 8-16-16, 5 students mastered this SLO. Those who did not master this were dropped due to excessive absences. For the remaining 5 students, all were successful, the three step writing progress appears to be the primary reason for student success,	Writing levels improve with practice and when the students are given graphic organizers and semantic maps. Students with poor attendance struggle with mastery; regular attendance and class participation lead to all remaining students mastering this SLO.	Writing topics were selected based upon student knowledge and interest levels. On the first day a topic was given, students needed to use a semantic map to organize their data. On the second day, students took the semantic map and had to write a topic sentence, three detail sentences, and a concluding sentence using the data from the graphic organizer. On the third day, the students had to use Microsoft word to type a final copy. After the third day of class, students had 3 assignments, a graphic organizer, a semantic map, and a final copy on three different writing topics. Grammar topics were selected based upon student need as evident in student writing samples.	
		SLO #2	Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence.	Of the 10 students enrolled on 8-16-16, 5 students mastered this SLO. Five students were dropped due to poor attendance. Of the remaining 5 students, all were successful in mastering this goal.	The use of high interest topics enables the student to focus upon their writing skills instead of on the writing topic.	Writing topics were selected based upon student interest and knowledge levels.	
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.	Of the 10 students enrolled on 8-16-16, 5 students mastered this SLO. As with the other SLOs, five students were dropped due to low attendance and class participation. All of the remaining 5 students were successful in mastering this goal	The structure of graphic organizers helped students master this SLO.	The use of graphic organizers and semantic maps were mandatory.	
	ACSK 151	SLO #1	Student will create original examples of figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text.	Of the 10 students enrolled on 8-16-16, 5 students were dropped from the class due to poor attendance and class participation. Of the five remaining students, all mastered this SLO. Students avoid using figurative language in their writing assignments, making figurative language use mandatory is one factor	The instructor must make the application of figurative language mandatory for students' writing assignments.	The instructor did not make the application of figurative language mandatory for their daily writing assignments. The instructor did not drop students for poor class participation.	

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	ACSK 151	SLO #1	Student will create original examples of figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text.	leading to student success.	The instructor must make the application of figurative language mandatory for students' writing assignments.	The instructor did not make the application of figurative language mandatory for their daily writing assignments. The instructor did not drop students for poor class participation.	
		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 10 students enrolled on 8-16-16, 5 students were dropped due to poor attendance. Of the remaining 5 students, all improved their summarizing skills and reduced their rate of unintentional plagiarism. The one student who did not master this SLO was dropped due to poor attendance.	Informing students of the consequences of plagiarism and show the ease of recognizing plagiarism increases the rate of summary and decreases the rate of plagiarism.	Instructor showed the students how plagiarism is identified by an instructor using the class projector.	
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in two connected paragraphs.	Of the 10 students enrolled on 8-16-16, 5 were dropped due to poor attendance and lack of class participation. Of the remaining 5 students, all mastered this SLO.	Enforcing the mandatory 3 step writing process increased student writing skills.	A mandatory three step writing process replaced the mandatory two step process.	
	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 10 students enrolled on 8-16-16 4 students mastered this SLO primarily due to the writing practice required for this class. The remaining 5 students were dropped or dropped themselves due to poor levels of class participation. The students were required to compose one of the above forms of writing and do the analysis as to why that genera was best to meet their intended purpose. The other student was re-enrolled in a lower ASCK level.	For the four remaining students in this level, the data indicates that this is an effective teaching strategy. More student data may confirm this hypothesis .	Writing topics were made related to student interests and knowledge levels. Students were given choices not only on graphic organizers, but on writing topics as well.	
		SLO #2	Students will compose a persuasive paragraph, stating a clear position or perspective in support of a proposition.	Of the 6 students enrolled on 8-16-16 ,4 students mastered this SLO. The remaining students were dropped due to low levels of class participation. The instructor made the writing assignments a three step process and gave students choices in strategies for organizing their thoughts.	It is likely that other students will also benefit from participating in a three step instead of two step writing process.	Adding a third mandatory step to the writing/ editing/researching process improved these four students' learning outcomes.	
		SLO #3	Students will edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay.	-Of the 10 students enrolled on 8-16-16 ,4 students mastered this SLO. The remaining students were dropped due to low attendance and class participation levels. The data on these four students	Making every step in the writing process mandatory, improves student learning outcomes.	The writing process included a three step mandatory editing process instead of a two-step process. Students were given a choice	

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		SLO #3	Students will edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay.	clearly indicates that these students benefitted from the graphic organizers, semantic maps, and editing process.	Making every step in the writing process mandatory, improves student learning outcomes.	The writing process included a three step mandatory editing process instead of a two-step process. Students were given a choice	
	ACSK 153	SLO #1	Students will estimate and compute the sum or difference of whole numbers and positive decimals to two places.	Of the 20 students enrolled on 8-16-16, 16 students mastered this assessment. One student was dropped from the course due to lack of attendance, 3 students had consistent low assignment scores and all three students refused to participate in the tutoring services. Students who corrected their work, turned in work on time, and went to tutoring when they had confusion, mastered this SLO.	The instructor will continue use Xtra Math earlier as this free online program helps with basic fact recall and make fluency with addition, subtraction, multiplication, and division as measured by the Xtra Math program mandatory for passing of this level.	The instructor used Learn Zillion and Extra Math as free online tools that helped students with fluency	
				Students achieved 75% on quizzes.	Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the proper class.	13/8 pass	
				Students achieved 75% on quizzes.	Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the proper class.	15 / 11 pass, 4 poor attendance.	
		SLO #2	Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems.	15 students pass, 4 did no pass due to absenteeism.	Students will work on all chapter by using internet: YOUTUBE.	Individual Chapter Test to allow retention of subject matter.	
				8 students pass, 2 did no pass due to absenteeism, 3 dropped.	Will work much better. Students will use YOUTUBE for Chapters review.	Individual Chapter Test to allow retention of subject matter.	
				Of the 20 students enrolled on 8-16-16 , 16 students mastered this assessment. One student was dropped from the course due to lack of attendance, 3 students had consistent low assignment scores and all three students refused to participate in the tutoring services. Students who corrected their work, turned in work on	Cooperative learning groups helped most of the students master this SLO.	Students were given reviews of prior instruction and were encouraged to work in cooperative learning groups.	

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				time, and went to tutoring when they had confusion, mastered this SLO.	Cooperative learning groups helped most of the students master this SLO.	Students were given reviews of prior instruction and were encouraged to work in cooperative learning groups.	
		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 20 students enrolled on 8-16-16 , 16 students mastered this assessment. One student was dropped from the course due to lack of attendance, 3 students had consistent low assignment scores and all three students refused to participate in the tutoring services. Students who corrected their work, turned in work on time, and went to tutoring when they had confusion, mastered this SLO.	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.	
				Same as SLO #2	Same as SLO #2	Same as SLO #2	
	ACSK 154	SLO #1	Students will estimate percents given fractions and evaluate the reasonableness of their educated guess	Of the six students enrolled on 8-16-16, three students were dropped as no shows and three students were dropped due to excessive absenteeism. No students were enrolled in this course by the final.	No data	No data	
				Students achieved 75% on quizzes.	Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the proper class.	13 total, 8 students pass.	
				Students achieved 75% on quizzes.	Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the proper class.	8 total, 6 students pass, 2 low scores	
		SLO #2	Students will formulate a plan to create algorithmic representations from real world life word problems.	10, 8 students pass. 2 Low test score and poor attendance.	Will work much better. Students will use Chapters review on YOUTUBE.	Individual Chapter Test to allow retention of subject matter.	
				8/6 students pass. 2 Low test score and poor attendance.	Wil work much better. Students will use Chapters review on YOUTUBE.	Individual Chapter Test to allow retention of subject matter.	
				Of the six students enrolled on 8-16-16, three students were dropped as no shows and three students were dropped due to excessive absenteeism. No students were enrolled in this course by the final.	No data	No data	

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		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of fractions.	Of the six students enrolled on 8-16-16, three students were dropped as no shows and three students were dropped due to excessive absenteeism. No students were enrolled in this course by the final.	No data	No data	
				Same as SLO #2	Same as SLO #2	Same as SLO #2	
	ACSK 155	SLO #1	Students will create algorithmic representations of ratios and proportions based on real-world word problems.	Of the 10 students enrolled on 8-16-16 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.	
				Students achieved 75% on quizzes.	Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the proper class.	2/2 Students pass	
				Students achieved 75% on quizzes.	Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the proper class.	3/3 Students pass	
		SLO #2	Students will analyze data displays and explain how the information can be reported as either fractions, decimals or percents.	2/2 students pass.	Wil work much better. Student will use YOUTUBE for Chapters review.	Individual Chapter Test to allow retention of subject matter.	
				3/3 students pass.	Wil work much better. Student will use YOUTUBE for Chapters review.	Individual Chapter Test to allow retention of subject matter.	
				Of the 10 students enrolled on 8-16-16 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	Of the 4 students enrolled on 8-16-16 all 4 students mastered this objective, therefore the materials and teaching strategies were effective for all students	This instructor will use the videos that Students rated beneficial and avoid the videos that students stated	Students initially used the Learn Zillion Math program. The videos in this program gave a good review of taught concepts.	

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		SLO #3	problems involving operations of decimals and percents.	Of the 4 students enrolled on 8-16-16 all 4 students mastered this objective, therefore the materials and teaching strategies were effective for all students	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.	
				Same as SLO #2	Same as SLO #2	Same as SLO #2	
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 were required to find a current newspaper article (written within the last year) discussing multiculturalism and its impact on the three components of the US criminal justice system (law enforcement, courts, and corrections). Based upon their reading and classroom discussion, the students also focused on how terrorism in the United States and abroad impacts our criminal justice system.	11/13 students (85%) received an A, B, or C 2/13 students (15%) received D or an F Based on this data, 85% of the students demonstrated success by receiving a C or higher on the assignment.	The students have stated that they find this assignment helpful because they can see how the concepts we discuss in class apply in the real world. In future semesters, I am going to have students present their articles, which will get the students more engaged in class.	As noted in the planned changes from last assessment, I increased the amount of time spent explaining the assignment, including several examples. I also encouraged students to send me drafts of their work before final submission. I provided feedback to those students who submitted their work early and allowed them to resubmit after making needed changes.	
				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. 27 out of 36, or 75% of the class passed the comprehensive multiple choice final exam with an 80% or higher.	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.	I have continued what I did last Spring for this course. That is, I am 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. I have also added weekly self-checks and have added more info weekly in the discussion to better prepare students for the final exam. This appears to be helping since there is an increase in student success between the Spring and Fall terms.	
		SLO #2	Evaluate the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve law enforcement, courts and	Students were divided into 3 groups to discuss the problem of overcrowded prisons from social, economic, and political perspectives. Each group was required to present 3 solutions for the reducing the California overcrowded prison problem and discuss the impact of	The group discussion format prior to the written assignment helped students work together to see the problem from all perspectives. The students enjoyed the assignment,	As discussed in the last SLO assessment for ADJU 1, I spent significant time helping students to improve their writing skills. My primary method of doing this was having students pre-submit work for review and feedback, so they could make necessary changes	

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		SLO #2	corrections,	<p>the solutions on police, courts, and corrections. As a follow-up, each student was required to submit a one-page essay discussing the various ideas presented by each group and discuss the pros and cons of the proposals.</p> <p>16 students participated in the assignment. Here is a breakdown of the results: 16/16 students (100%) received an A, B, or C</p> <p>Based on this data, 100% of the students demonstrated success by receiving a C or higher on the assignment.</p>	and I plan to incorporate more group assignments into the course.	before final submission. Throughout the semester, I provided significant feedback on grammar and effective writing.	
				<p>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.</p> <p>27 out of 36, or 75% of the class passed the comprehensive multiple choice final exam with an 80% or higher.</p>	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.	I have continued what I did last Spring for this course. That is, I am 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. I have also added weekly self-checks and have added more info weekly in the discussion to better prepare students for the final exam. This appears to be helping since there is an increase in student success between the Spring and Fall terms.	
		SLO #3	Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.	<p>The 50-point quiz included multiple choice, true/false, and essay questions regarding the concepts of bail, sentencing, and parole. 15 students took the quiz. Here is a breakdown of the results:</p> <p>12/15 students (80%) received an A, B, or C 3/15 students (20%) received D or an F</p> <p>Based on this data, 80% of the students demonstrated success by receiving a C or higher on the assignment.</p>	The data shows that the students are meeting the expectations for this SLO. I plan to increase the amount of group projects in future classes to help students to help students apply classroom topics to real world situations	There was an increase of 8% in the percentage of students demonstrating success for this SLO. There continue to be a few students who struggle with the tests without regard to the topics being discussed. I spent more time working with them outside of class, but this continues to be an issue.	

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		SLO #3	Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.	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. 27 out of 36, or 75% of the class passed the comprehensive multiple choice final exam with an 80% or higher.	The data shows that the students are meeting the expectations for this SLO. I plan to increase the amount of group projects in future classes to help students to help students apply classroom topics to real world situations 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.	There was an increase of 8% in the percentage of students demonstrating success for this SLO. There continue to be a few students who struggle with the tests without regard to the topics being discussed. I spent more time working with them outside of class, but this continues to be an issue. I have continued what I did last Spring for this course. That is, I am 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. I have also added weekly self-checks and have added more info weekly in the discussion to better prepare students for the final exam. This appears to be helping since there is an increase in student success between the Spring and Fall terms.	
ADJU 14	SLO #1	Identify basic philosophies behind corrections and discuss recent trends.	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. 73% of the class (or 22 out of 30 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 6 students that struggled throughout the entire term, but did not respond when I reached out to them.	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	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	The above indicates that no change is necessary. However, a closer look at student activity throughout	No changes were recommended from the previous assessment.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	system.	<p>midterm exam included questions that could be directly linked to the SLOs as well.</p> <p>73% of the class or (22 out of 30 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 6 students that struggled throughout the entire term, but did not respond when I reached out to them.</p>	<p>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	Demonstrate an understanding of employment opportunities and entry level requirements into the justice system.	<p>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.</p> <p>73% of the class or (22 out of 30 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 6 students that struggled throughout the entire term, but did not respond when I reached out to them.</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.	
	ADJU 16	SLO #1	Distinguish between and identify various methods, practices and theories related to the custodial supervision of incarcerated individuals.	<p>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.</p> <p>74% of the class or (14 out of 19 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 4 students that struggled throughout the entire term, but did not respond when</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</p>	No changes were recommended from the previous assessment.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ADJU 16	SLO #1	Distinguish between and identify various methods, practices and theories related to the custodial supervision of incarcerated individuals.	I reached out to them.	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	Describe interactions as they might occur between the offender and correctional staff in day to day operations, as well as in crisis situations.	<p>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.</p> <p>74% of the class or (14 out of 19 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 4 students that struggled throughout the entire term, but did not respond when I reached out to them.</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 #3A	Demonstrate an understanding of employment opportunities and entry level requirements into the justice system.	<p>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.</p> <p>74% of the class or (14 out of 19 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 4 students that struggled throughout the entire term, but did not respond when I reached out to them.</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.	
	ADJU 2	SLO #1	Analyze the procedures involved in the United States justice system from arrest to release.	17 students took the final exam. The average score for the exam was 75%. Here is a breakdown of the individual scores:	I believe that the data indicates that we are at or near the target for this SLO for actively engaged	There was a decrease of 9% in the number of students who demonstrated success on this SLO in the online version of this class. I did incorporate an	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ADJU 2	SLO #1	Analyze the procedures involved in the United States justice system from arrest to release.	<p>12/17 students (70.6%) received an A, B, or C (scores ranged from 71% to 94%) 5/17 students (29.4%) received a D or F (scores ranged from 43% to 69%)</p> <p>Based on this data, 70.6% of the students who took the final examination demonstrated success by receiving a C or higher. 5 students enrolled in the class did not participate in the final examination. The non-submissions were not counted in the summary of data collected.</p>	<p>students. Therefore, the key is to find ways to increase student engagement. One item that I had discussed for the action plan in Spring 2016 was to incorporate group projects. Although I did not add a group project in the online format, I did attempt to get the students to engage more with each other on the discussion questions by asking follow-up questions to student responses. The results were mixed. Some students continued the conversation, but most simply moved on to the next week's discussion questions. For next semester, I am going to add an assignment that provides real-life examples from various criminal justice processes, and I will have the students identify those processes based on their reading of the materials. I am also going to try to have the students work on a group assignment in the online format.</p>	<p>additional "real-life" activity in the online format (as has been part of last semester's action plan). Specifically, I had students sit as jurors in a mock trial scene that went through various aspects of the criminal justice system. I also required students to submit weekly newspaper assignments that required students to apply the concepts from the class in real-life situations. Those students who regularly elected to participate in those activities all passed the final examination. I would also note that students who passed the final spent an average of 1.5 hours taking the final exam, while the students who did not pass the final spent an average of 23 minutes taking the exam. Also noteworthy is that students who submitted all or nearly all (missing a maximum of 2 assignments over the semester) all passed the final examination. I do believe that the incorporation of additional "real-life" activities helped students understand the concepts better; however, they must be engaged in these activities to have the desired positive impact.</p>	
		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.	<p>Lesson 1 discusses what specific rights are guaranteed by the 1st, 4th, 5th, 6th, and 8th Amendments. For the weekly discussion question, I asked students which of these rights, if any, they would be willing to give up in the name of public safety and why they would be willing to give up these rights. I then required students to reply to responses of other students with whom they disagreed.</p>	<p>The data shows that the group discussion and follow-up writing are a good method of assessing this SLO. I do want to make sure there is adequate discussion on all of the amendments, so I plan to add my own responses mid-week for any</p>	<p>The 82.6% success rate represents a 12.6% increase for online students on this SLO. The method of assessing this SLO was similar in both formats. This particular question tends to generate a lot of discussion between students, and the high-level of engagement seems to help the students understand what rights are represented by these amendments. I did alter the</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	<p>23 students participated in the assignment. Here is a breakdown of the results:</p> <p>19/23 students (82.6%) received an A, B, or C (70% or higher) 4/23 students (17.4%) received an F (below 60%)</p> <p>Based on this data, 82.6% of the students demonstrated success by receiving a C or higher on the assignment.</p>	<p>amendments that have not been fully discussed at that point. There is nearly always a higher level of response for the 4th and 8th Amendments, and I want to make sure this question helps students better understand the other amendments, too.</p>	<p>presentation of this particular question in Moodle so that students were able to see all responses in a single thread, which did seem to create more discussion for this particular question. I made this change based on my action plan from last semester's assessment report for this SLO, which includes a plan to incorporate the group format into the online version.</p>	
		SLO #3	Determine various legal rules of procedure from arrest to release to include the courtroom and proper courtroom procedure.	<p>The 30-point quiz included multiple choice, true/false, and short answer questions regarding the major participants in a criminal trial, jury selection, rules of evidence, and presentation of the case. 21 students took the exam. Here is a breakdown of the results:</p> <p>16/21 students (40%) received an A, B, or C (scores ranged from 70% to 93%) 5/21 students (20%) received an F (scores ranged from 43% to 67%)</p> <p>Based on this data, 76.2% of the students demonstrated success by receiving a C or higher on the assignment.</p>	<p>I believe the data shows that increased student success depends on increasing student engagement in the course. The students seemed engaged with the interactive mock trial, so I want to increase the interactive activities in the online setting. The interactive activities seem to help students take the concepts and apply them, which helps in the overall understanding of these concepts. It also keeps them interested and involved, which helps them do better. I will also continue reaching out directly to students who are struggling on their assignments, as well as reaching out to students who are missing to submit assignments altogether.</p>	<p>Although the percentage of students demonstrating success is below 80%, there was an 8.2% increase in student success for online students for this SLO. I believe that this increase shows we are on the right track with respect to this SLO. As noted in last year's action plan, I added an interactive mock trial for online students. The students were engaged in this activity, and I do believe it helped students develop an understanding of some of the concepts related to this SLO. Based on last year's action plan in which I stated that I would reach out more to students, I contacted each student who failed the quiz during a given week and talked to them about what struggles they had. Issues ranged from not having the book (at beginning of term) to having to rush through quiz due to personal issues or waiting until the last minute. I made myself available to all student to review quizzes and other assignments with them if they wanted more information. The direct communication did help approximately 30% of those students increase their engagement in the class.</p>	
	ADJU 3	SLO #1	Evaluate basic concepts of criminal law in America and analyze and discuss the basic	<p>For this course a 50 question multiple choice final exam in which all questions could be directly linked back to the</p>	<p>The above indicated that no change is necessary. However, a closer look at</p>	<p>No changes were recommended from the previous assessment.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ADJU 3	SLO #1	procedures and rules of evidence that apply to almost all criminal cases.	<p>student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLO as well.</p> <p>68% of the class or (23 or 34 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 5 students that struggled throughout the entire term, but did not respond when I reached out to them. There were 6 others who's work was sporadic throughout the term.</p>	<p>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 students 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>For this course 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.</p> <p>68% of the class or (23 out of 34 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 5 students that struggled throughout the entire term, but did not respond when I reached out to them. There were 6 others who's work was sporadic throughout the term.</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>For this course 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.</p> <p>68% of the class or (23 out of 34 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 5 students that struggled throughout</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</p>	No changes were recommended from the previous assessment.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases.	the entire term, but did not respond when I reached out to them. There were 6 others who's work was sporadic throughout the term.	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 4	SLO #1	Analyze various forms of evidence and evaluate how it is obtained, evaluated, and presented in trial.	12 students took the quiz. 9/12 students (75%) received an A, B, or C 3/12 students (25%) received D or an F Based on this data, 75% of the students demonstrated success by receiving a C or higher on the assignment.	The above data indicates that students developed an understanding concerning how to collect different types of evidence and how that evidence is used at trial. To help those students who struggled, I plan to use a writing assignment and accompanying video demonstrating collection techniques for different types of evidence.	No previous assessment		
			7 students took the test. 4/7 students (57%) received an A, B, or C 3/7 students (43%) received D or an F Based on this data, 57% of the students demonstrated success by receiving a C or higher on the assignment.	The above data indicates that students struggled learning and understanding the concepts concerning the collection, preservation, and presentation of evidence. To help students, I plan to find more hands-on activities.	No previous assessment		
		SLO #2	Interpret the rules of evidence based on state law, federal law and prior case decision.	10 students submitted the assignment. 9/10 students (90%) received an A, B, or C 1/10 students (10%) received D or an F Based on this data, 90% of the students demonstrated success by receiving a C or higher on the assignment.	This particular assignment required students to go through various evidentiary rules (particularly the rules of hearsay) and provide opinions as to whether the rules are still necessary. This required students to not only know what the rules are but also understand the purpose of the rules. Because this was an effective assignment to help students understand	No previous assessment	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Interpret the rules of evidence based on state law, federal law and prior case decision.	<p>10 students submitted the assignment.</p> <p>9/10 students (90%) received an A, B, or C 1/10 students (10%) received D or an F</p> <p>Based on this data, 90% of the students demonstrated success by receiving a C or higher on the assignment.</p>	<p>the evidentiary rules, I do not plan to change this particular assignment. In fact, I am going to try and develop similar assignments for other concepts in this class.</p>	No previous assessment	
				<p>5 students submitted the assignment.</p> <p>4/5 students (80%) received an A, B, or C 1/5 students (20%) received D or an F</p> <p>Based on this data, 80% of the students demonstrated success by receiving a C or higher on the assignment.</p>	<p>This particular assignment required students to go through various evidentiary rules (particularly the rules of hearsay) and provide opinions as to whether the rules are still necessary. This required students to not only know what the rules are but also understand the purpose of the rules. Because this was an effective assignment to help students understand the evidentiary rules, I do not plan to change this particular assignment. In fact, I am going to try and develop similar assignments for other concepts in this class.</p>	No previous assessment	
		SLO #3	Draw conclusions between the exclusionary rule, search and seizure and direct vs. circumstantial evidence.	<p>10 students submitted the assignment.</p> <p>9/10 students (90%) received an A, B, or C 1/10 students (10%) received D or an F</p> <p>Based on this data, 90% of the students demonstrated success by receiving a C or higher on the assignment.</p>	<p>This particular assignment presented a scenario in which students were asked to analyze the seizure of a suspect. This required students to understand and apply the 4th Amendment and the exclusionary rule, as well as distinguish between types of evidence. Because this was an effective assignment to help students, I do not plan to</p>	No previous assessment	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Draw conclusions between the exclusionary rule, search and seizure and direct vs. circumstantial evidence.	<p>10 students submitted the assignment.</p> <p>9/10 students (90%) received an A, B, or C 1/10 students (10%) received D or an F</p> <p>Based on this data, 90% of the students demonstrated success by receiving a C or higher on the assignment.</p>	change this particular assignment. In fact, I am going to try and develop similar assignments for other concepts in this class.	No previous assessment	
				<p>4 students submitted the assignment.</p> <p>4/4 students (100%) received an A, B, or C</p> <p>Based on this data, 100% of the students demonstrated success by receiving a C or higher on the assignment.</p>	This particular assignment presented a scenario in which students were asked to analyze the seizure of a suspect. This required students to understand and apply the 4th Amendment and the exclusionary rule, as well as distinguish between types of evidence. Because this was an effective assignment to help students, I do not plan to change this particular assignment. In fact, I am going to try and develop similar assignments for other concepts in this class.	No previous assessment	
	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 22 active students, 14 students completed the writing assignment. 14 of the 14 students, who completed the writing assignment, received full credit – 50/50 or 100%. The remaining 7 students, who failed to complete the assignment received 0 credit.</p> <p>Of those who completed the assignment, it was apparent the students relied on the text, as well as, outside resources for research and comprehended the material.</p>	Between moving the due date for the writing assignment and continuing to send out reminders and reaching out to students, the goal is to increase student participation. Routinely update assignment to address current topics.	<p>Reminders via emails and numerous online postings reminding students of writing assignment, have helped with the student’s completion of the assignment. Look into changing the timing of the report – for instance, in the middle of the midterm and the final, so students don’t lose momentum.</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	Of the 22 active students, 18 students participated in the discussion board and	Continuously updating the current topic to address	Remaining active and providing feedback to students to keep them	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	relations.	received credit (10/10 or 100%) for the assignment. 4 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.	the SLO and provide additional media.	engaged. Additional emails and reminders were sent to students to increase participation. Continuously updating 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 interaction.	See SLO 1 Summary	See SLO 1 Changes	See SLO 1 Results	
ADJU 8	SLO #1	Analyze the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its interdisciplinary nature.	6 students submitted an assignment. 6/6 students (100%) received an A, B, or C Based on this data, 100% of the students demonstrated success by receiving a C or higher on the assignment.	This assignment has two components – a group discussion regarding the topics to be written about and an essay to be completed individually. The group discussion gets the students engaged in the class and helps those students struggling with the concepts by giving them the opportunity to learn from the other students who have a better understanding of the concepts. I plan to continue using assignments like this, as the students seem to enjoy it and it helps them understand the topics better.	No previous assessment		
	SLO #2	Interpret the theory, law, policy, and practice in the study of juvenile delinquency and relate the juvenile justice system to the adult system.	7 students submitted the assignment. 7/7 students (100%) received an A, B, or C Based on this data, 100% of the students demonstrated success by receiving a C or higher on the assignment.	This assignment was very well received by the students. The students watched a documentary concerning four juveniles who were sentenced as adults. Following the documentary, the students discussed the 4 juveniles	No previous assessment		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Interpret the theory, law, policy, and practice in the study of juvenile delinquency and relate the juvenile justice system to the adult system.	7 students submitted the assignment. 7/7 students (100%) received an A, B, or C Based on this data, 100% of the students demonstrated success by receiving a C or higher on the assignment.	and the differences in how they were treated in adult court versus what would have happened in juvenile court. The students then conducted research on the current state of the law regarding transfers in California. The application of the concepts in this SLO to real life scenarios seemed to really help the students' understanding, so I plan to continue using this assignment and developing similar assignments for other topics in juvenile law.	No previous assessment	
		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.	6 students submitted the assignment. 6/6 students (100%) received an A, B, or C Based on this data, 100% of the students demonstrated success by receiving a C or higher on the assignment.	The data indicates that the students understood and were able to apply the concepts in this SLO. I plan to continue using this writing assignment, which required students to develop school programs to help prevent juveniles from formally entering the juvenile system.	No previous assessment	
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.	100% students (total of 34) passed the exam with the scores of at least 80 points –ARC standard All 25 students (100%) passed the Skill demo	100% - Same to the last term Nothing	Same as the last spring semester	
				SLO 1 is based on national standards of the American Red Cross. Average score was 96%. All 16 students received a B or	We continueto address all modules successfully, at this time.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				higher No single question was missed by more than 50% of students.	We continueto address all modules successfully, at this time.	No changes are warranted at this point.	
		SLO #2	The student will fulfill the American Red Cross Adult, Cardiopulmonary Resuscitation requirements for certification.	SLO 2 is based on national standards of the American Red Cross. Average score was 96%, the same as last semester. All 16 students received a B or higher. No particular module was missed by a large number of students.	At this time, we are continue 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 to average above the 90th percentile therefore, no changes are needed at this time.	
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	100% of 25 students passed the final exam with at least 80 points (ARC standards)	Nothing		
				SLO 3 is based on national standards of the American Red cross. Average score was 96% . All 16 students passed with a B or higher No particular module or question was missed by a large number of students.	At this time, we are continuing to address all modules adequately.	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 to explain the increase from last semester; therefore, I feel no changes are needed at this time.	
	AHLT 55A	SLO #1	Utilize assessment findings to identify and treat illness/injury	14 students reached the final exam stage for completion of this course. 9/14, 64%, of the students successfully completed this SLO. 5/14, 36%, students were not successful in achieving this SLO. 1 student 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.	14 students reached the Skills Performance stage for completion of this course. 12/14, 86%, of the students successfully completed this SLO. 2/14, 14%, students were not successful in achieving this SLO. 1 student did not attempt the Skills Performance.	There were no changes from the previous assessment	There were no changes from the previous assessment	
		SLO #3	Display behavior consistent with the ethical standards of EMS.	All students demonstrated behavior consistent with this SLO.	There were no changes made from previous assessments.	There were no changes made from previous assessments.	
	AHLT 62A	SLO #1	Utilize assessment findings to identify and treat illness/injury.	4 students enrolled in class and successfully completed this SLO.	There were no changes made to this class.	There were no changes made to this class.	
		SLO #2	Successfully perform the skills required by NREMT for	4 students enrolled in class and successfully completed this SLO.	There were no changes made to this class.	There were no changes made to this class.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	certification.	4 students enrolled in class and successfully completed this SLO.	There were no changes made to this class.	There were no changes made to this class.	
		SLO #3	Display behavior consistent with the ethical standards of EMS.	4 students enrolled in class and successfully completed this SLO.	There were no changes made to this class.	There were no changes made to this class.	
AHLT 63	SLO #1	The student will demonstrate the role of a citizen responder in regard to the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross cardiopulmonary resuscitation certification requirements.	All of the 37 students from these 2 classes perform the demonstration accurately (100%)	The ARC usually only allow the instructor teach no more than 8 students in each class, but we always do more. The only reason the ARC accept our practice is that we produce quality students.	Same as last semester		
				SLO 1 is based on national standards of the American Red Cross. Average score was 98%. All 14 students passed with a B or higher. No question was missed by more than 50% of students.	No changes are needed at this time, based on this data.	Individual Questions <50% were analyzed and changes made to improve those areas. The average score was slightly higher (1%) than last session, the difference is not significant enough to warrant making any changes to the lessons.	
		SLO #2	The student will fulfill the American Red Cross Adult, Child, and Infant Cardiopulmonary Resuscitation requirements for certification.	100% of students (37) 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	
				All the 37 students passed the final and skill demo (100%)	Not really	Same as last term	
				SLO 2 is based on national standards of the American Red Cross. Average score was 95%. This is the same as the last semester. All 14 students received a B or higher No question was missed by more than 50% of students.	Based on the statistical data, no changes are needed at this point.	Individual Questions <50% were analyzed and changes made to improve those areas. Since no one question was an issue for any of the students and all students are above the 90%, no changes are warranted at this time.	
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	SLO 1 is based on national standards of the American Red Cross. Average score was 99%. All 14 students passed with a B or higher. No question was missed by more than 50% of students.	No changes are needed based on the current average scores.	Individual Questions <50% are analyzed and changes made to improve those areas. There is no particular area in need of changes at this time.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	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.	13 students achieved a high degree of art recognition, 14 a good recognition, 7 passable, 3 received Ds and 2 failed.	Students need more prompting on how to succeed on open book quizzes.	Results for the quiz showed a decline in success from previous classes.	
		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.	24 students participated fully in the discussions and shared their understandings of how the artwork illustrated the philosophy, theology and cultural mores of the arts from early history to the Gothic era. 4 passed with an adequate participation and understanding and 13 did not do enough work to illustrate any understanding.	There needs to be some way for the instructor to know how many students read and understand the posts in the instructor's posting area.	Participation was slightly less than previous classes.	
		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.	30 students did an excellent job in expressing their understanding of a particular cultural artistic expression and how the beliefs of the past culture influences our own personal and collective culture. 3 students did a very poor job expressing the requirements of the assignment.	No changes are indicated for this SLO		
	ARTS 10	SLO #1	Students will integrate and assimilate the elements of art in the creation of still life painted from a set- up.	15 students did an excellent job of painting from a still life set-up, with varied but competent translation from a three dimensional subject to the two dimensional canvas. 3 Students did a good job but with lesser success dealing with object relations and proportions. 4 students did an adequate job. No students failed to complete the assignment satisfactorily and all students accomplished the objective and are now able to repeat their successes with increased ability.	Continue as we are doing.		
		SLO #2	Students will create a painting from a photograph of a landscape or a cityscape using the grid technique of transference and enlargement.	12 students clearly understood the grid transfer process and in turn helped the other ten students with the necessary mathematics involved. All 22 students completed the project.	Best practices are being employed	Grid techniques were demonstrated numerous times and students were given individual help from instructor and other students.	
		SLO #3	Students will research and analyze different painting	All 22 students successfully completed paintings based on their individual	None		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	styles from past periods.	research, some doing portraits, some doing animal portraits and some doing more modern art styles.	None		
ARTS 16		SLO #1	Students will integrate the elements of art and relational viewing to create still life drawings.	10/12 or 83.33% of the students completed all of the assignments with a "C" or greater demonstrating a satisfactory of skill. 2/12 or 16.66% of the students did not complete the portfolio expectations because of absents.			
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.	21 students understood and completed their projects with a high degree of competence. Students are at all different skill levels and this is an ongoing development of specific disciplines. Attendance had much to do with success and those whose attendance was sporadic did not develop as well. 7 students performed adequately and no one failed to accomplish at least the basic skill needed to produce artwork of value to them.	Continue as we are doing.		
		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.	22 of the students understood this project and copied pictures of ceramics from other cultures and other times. 6 did some sketches but did not seem to understand that they were not sketching only their own ideas but using the sketchbook research to glean ideas from past artists.	Best practices are being employed	Increased demonstrations and sample drawings displayed	
		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 28 students successfully cooperated in the cleaning and organization of the studio	None		
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	4 students understood and completed their projects with a high degree of competence. Students are at all different skill levels and this is an ongoing development of specific disciplines. 3 students performed adequately and no	Continue as we are doing.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ARTS 18B	SLO #1	firing techniques, joining the ranks of indigenous and primitive potters throughout history.	one failed to accomplish at least the basic skill needed to produce artwork of value to them.	Continue as we are doing.		
		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.	4 of the students understood this project and succeeded admirably. 3 did some sketches but did not fully understand the intimate connection to the four elements as expressed in their sketches	Increase demonstrations even more. Show more detailed PowerPoint presentations	Increased demonstrations and sample drawings displayed	
		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 7 students successfully cooperated in the cleaning and organization of the studio	None		
ARTS 2	SLO #1	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.	Data was collected from 28 students who each took quizzes of 25 questions each, multiple choice and true/false. Questions were related to art and style from periods studied and could be found in textbook reading and/or internet research. Students were allowed access to their texts and to the internet. These quizzes measured not only familiarity and recognition of art and style but also research ability. 11 students did excellent or good work in regards to their research and style recognition. 12 students did average work. 5 students did poor work.	Somehow get students to read and follow directions in Instructor's posting area.		
		SLO #1A	Students will be able to recognize specific works of art and stylistic characteristics of the art of western cultures from Paleolithic times to the Gothic Era	Data was collected from 40 students who each took a quiz of 25 questions. multiple choice and true/false. Questions were related to art and style from periods studied and could be found in textbook reading and/or internet research. Students were allowed access to their texts and to the internet. These quizzes measured not only familiarity and	Data and results remain constant from previous classes.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1A	Students will be able to recognize specific works of art and stylistic characteristics of the art of western cultures from Paleolithic times to the Gothic Era	recognition of art and style but also research ability. 31 students did excellent or good work in regards to their research and style recognition. 2 students did average work, getting right answers 70% of the time. 5 students failed and 1 did not take the quiz.	Data and results remain constant from previous classes.		
		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.	15 students wrote discussion posts that showed excellent and good understanding of the philosophies and theologies discussed and communicated that understanding to their peers. 6 students wrote average answers and showed some understanding of the topics being discussed. 7 students wrote minimal responses to questions.	No changes in success or participation were observed from class changes. No new changes planned	Again, improve student access to instructor's posting area.	
				18 students wrote discussion posts that showed excellent understanding of the philosophies and theologies discussed and communicated that understanding to their peers. 11 students wrote good, or average answers and showed some understanding of the topics being discussed. 11 students wrote minimal responses to questions.	The presence does not seem to matter. What seems to matter most is that the students read the instructor's guides in the Instructor's posting area and it seems difficult to get them to go there, even after repeated reminders in multiple locations. Perhaps this can be part of students' online class training.	Continued reminders to read the directions in the Instructor's posting area as well as multiple reminders on the discussion board.	
		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.	21 students did an excellent job of analyzing and describing the effective use of color and composition in regards to antiwar messages painted by Picasso and Goya. Their essays were well written and communication was clear and concise. 1 student did an adequate analysis and 6 students did not do the essay.	None		
		SLO #3A	Students will recognize the relevancy of art past and present in their own lives and understand how one culture's are influences other cultures and influences our own.	33 students shared their understanding of the Hero's journey and how the Greek Myth and Art work pertains to their own experiences. 7 students did not do the essay.	Again, somehow get more students to listen to instructions.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ARTS 7	SLO #1	Students will integrate the elements of art and relational viewing to create still life drawings.	90% of students made excellent progress. 10% was somewhat less diligent.	I plan to keep the creative practice and use homework assignments to bolster the progress of academic skills.	A number of creative assignments were included along with the academic studies. This make the class more enjoyable for the students and produced some beautiful drawings but slowed the progress of academic skills.	
		SLO #2	Students will combine the basic laws of linear perspective and compose drawings of interiors and buildings.	90% of students made excellent progress with architectural drawing. 10% were somewhat less diligent	Same as for #1	Same as for #1	
		SLO #3	Students will analyze drawings of masters past and present and assimilate effective techniques.	95% of students did extremely well. 5% were less successful.	The students really seemed to enjoy this type of assignment this semester. I will use this sort of exercise in future to reinforce academic skills.	The assignment was also incorporated with some of their creative/personal work.	
	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.	23/25 or 92% of the students completed these weekly assignments of this SLO with scores 75% or above. The average score of this SLO was 92%.	Since students participate very well in this SLO, I should continue this important SLO next semester by enriching it. Also I will make the discussion questions more critical thinking (less objective) in some discussions.	Students participated very well and this SLO still actively works.	
				34/40 or 85% of the students completed these weekly assignments of this SLO with scores 75% or above. The average score of this SLO was 89.4%.	Since students participate very well in this SLO, I should continue this important SLO next semester by enriching it. Also I will make the discussion questions more critical thinking (less objective) in some discussions.	Students participated very well and this SLO still actively works.	
				37/39 or 95% of the students completed these weekly assignments with scores 75% or above. The average score of this SLO was 94.2%.	This SLO still actively works. Since students participate very well, I should continue this important SLO next semester by enriching it. I will expand the discussions	I made the discussions more critical thinking (less objective) and expanded them by asking questions. This idea inspired and motivated the students. I also encouraged students' participations by my comments on their posts. As a result, I see about 10% more	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				37/39 or 95% of the students completed these weekly assignments with scores 75% or above. The average score of this SLO was 94.2%.	by asking more questions and will encourage the students to participate more by inspiring and motivating them.	participation and about 5% increase in the average score comparing to last time.	
				SLO #1 had a mean score of 62% 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. If a Student Tutor cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. Students will also now have access to an online Website associated with the textbook in order to prepare for the exams in the course. This will enable all students in the class to have access to animated flashcards, an online glossary, chapter outlines, and practice quizzes.	Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be located and approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours.	
				The percentage of correct answers was 100% (the sample was 12 students)	The outcome is acceptable. No changes indicated.	There was no previous assessment – first time teaching this class	
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be located and approved by Tutorial Services in order to assist students with the class. Subsequently, the	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. If a Student	Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be located and approved by Tutorial Services in order to assist students with the class.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours.	Tutor cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. Students will also now have access to an online Website associated with the textbook in order to prepare for the exams in the course. This will enable all students in the class to have access to animated flashcards, an online glossary, chapter outlines, and practice quizzes.	Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours.	
				The percentage of correct answers was 50% (the sample was 12 students)	The outcome is NOT acceptable. Further emphasis and testing on this area is indicated next semester.	There was no previous assessment – first time teaching this class	
				There were 8 weekly assignments with the average score for the class (excluding the eleven failed students) 62.6%. The average score for the Midterm exam was 67.3% and for the Final exam was 67.5% (7 out of 40 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.	I clarified the restrictions on the exams for the students so that they took the exams better.	
				There were 8 weekly assignments with the average score for the class (excluding the five failed students) 65.5%. The average score for the midterm exam was 65.1% and for the final exam was 63.7% (2 out of 25 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	I clarified the restrictions on the exams for the students so that they took the exams better.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				There were 8 weekly assignments with the average score for the class (excluding the five failed students) 65.5%. The average score for the midterm exam was 65.1% and for the final exam was 63.7% (2 out of 25 students didn't take the final exam).	methods next semester.	I clarified the restrictions on the exams for the students so that they took the exams better.	
				There were 8 weekly assignments with the average score for the class (excluding the two failed students) 67.8%. The average score for the midterm exam was 65.4% and for the final exam was 68.1%.	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. I will continue to clarify the restrictions on the exams for the students so they can take the exams better.	I clarified the restrictions on the exams for the students so that they took the exams better. Only one student didn't take the midterm exam and only two students didn't take the final exam.	
		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, 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 Modole and submit the final drafts to the instructor. The average score for the class was 86.7% and only 14 students did not turn in their papers.	I received 26/40 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 gave more feedbacks to the students and they implemented them.	
				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	Supporting the students during their researches contributes a lot on their success rate in this SLO. I will definitely continue to support them during the semester by supervising them and giving more feedbacks.	I gave more feedbacks to the students and they implemented them. As a result, 95% of the students turned in their papers and it was a huge increase in participation comparing to the last time. I received 37/39 very interesting research papers done by community college students demonstrating a deep change in doing scientific research, interpreting scientific information and	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				each other by posting them on Moodle and submit the final drafts to the instructor. The average score for the class was 82.7% and only two failed students did not turn in their papers.	Supporting the students during their researches contributes a lot on their success rate in this SLO. I will definitely continue to support them during the semester by supervising them and giving more feedbacks.	making conclusions. Students confessed they learned a lot this way.	
				Overall the students revealed a good understanding of the issues discussed and contributed new perspectives.	The results were satisfactory.	There was no previous assessment – first time teaching this class	
				SLO #3 had a mean of 87% based on the results of one Sky Journal Project. This was a slight increase over last semester.	Students will now have access to an online Website associated with the textbook in order to help with the successful completion of this project in the course. This will enable all students in the class to have access to Exploration Web links, a calendar of upcoming astronomical events, and a guide to the constellations. Library Tutorials will continue with the addition of an actual exercise for the students to complete as part of the tutorial experience.	Students were provided with added resources for identifying celestial objects with respect to this project. Additional maps for locating constellations and specific visible stars within them were made available. Handouts were also distributed for finding planets and observing meteor showers. It appears that each of these additional resources had a positive effect on the learning outcome.	
				Students were required to visit an observatory near their physical location for visual telescopic observations and submit a report about their experiences there. 20/40 students submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 31/40 students submitted their assignments and the average score was 63.7%.	The participated students performed very well in this SLO and I will encourage more students to participate next semester. Also I will set up an observation event at the BCC Observatory next semester.	I encouraged students more than before to participate and they participated more in this SLO.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Students were required to visit an observatory near their physical location for visual telescopic observations and submit a report about their experiences there. 28/39 students submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 27/39 students submitted their assignments and the average score was 55.6%.	The participated students performed very well in this SLO and I will encourage more students to participate next semester. Also I will try to set up an observation at the BCC Observatory next semester.	Also I was unable to set up an observatory event on campus due to weather conditions in fall, I helped the students to find and reach to an observatory near where they live case by case. Also I added a training video on the assignment so the students can understand and answer it better. As a result, the students understood these wo assignments better and performed better comparing to the last time. 72% participated in the Observatory Report (it was 50% last time).	
	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 had a mean of 74% based on 15 Lab Reports. This was a definite Increase from last semester.	Students will continue to be given a Survey at the end of the course to rate the quality and effectiveness of each Laboratory experience, and changes/deletions may be made based upon the results of this survey. Based upon the results from this semester the following corrective actions will be taken: One Lab will be deleted with another assignment substituted in its place. The new activity will take the form of an actual graded Library Tutorial Exercise for the students to complete as part of their overall tutorial experience. Another lab will be changed/alterd in a way that will better facilitate student learning.	Students were 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. In this case, two of the Laboratories were deemed to be suspect and corrective actions will be taken for next semester. This survey has proved to be a valuable tool in helping to determine the overall effectiveness of each Laboratory experience/activity and will definitely be continued. Accordingly, students were awarded up to 5 additional points toward their grade for their efforts in completing the survey.	
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean of 80% based on one Sky Journal Project. This represented a measurable decrease from the average score from last semester.	Students will now have access to an online Astronomy Website in order to help with the successful completion of this project in the course.	Students were provided with added resources for identifying celestial objects with respect to this project. Additional maps for locating constellations and specific visible stars within them were made available.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean of 80% based on one Sky Journal Project. This represented a measurable decrease from the average score from last semester.	This will enable all students in the class to have access to Exploration Web links, a calendar of upcoming astronomical events, and a guide to the constellations. In addition, for next semester, students will work in small groups (instead of individually) on the Sky Journal Project as an experiment to see if there is a marked increase in student learning.	Handouts were also distributed for finding planets and observing meteor showers.	
	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 98% rate.	Greater emphasis on discussion of the rules than drilling and application.		
		SLO #2 (Wright)	Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and regular season games.	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.		
		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.		
	ATHL 2	SLO #1 (Woods/Johnson)	Student will learn and demonstrate underlying fundamentals and rules related to 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 98% rate.	Greater emphasis on discussion of the rules than drilling and application.	None	
		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	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.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Woods/ Johnson)	play.	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.		
		SLO #3 (Woods/ Johnson)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level.	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.		
ATHL 20	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport	SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students were able to satisfactorily demonstrate the basic fundamentals and knew the rules at a 100% rate.	No changes at this time.	None		
	SLO #2	Students will learn the value and impact of a good strength and conditioning program and how that translates into success on the hardwood floor.	SLO #2 is based on class participation as well as proper rest and nutrition away from class. Game-like activities are used to allow students to demonstrate their strength, stamina and ability to execute basketball drills under stress and fatigue.	No changes at this time	None		
	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.	SLO#3 was based on acquiring the dexterity, agility and coordination necessary to play intercollegiate basketball. 100% of the students participated and were able to perform the required task at a basic level and only 60% could perform the tasks at an advanced level. However, this is a very acceptable rate for a beginning group.	None at this time	None		
ATHL 21	SLO #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 fundamental 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.			
	SLO #2	Students will learn how to correctly execute required strength, agility and	SLO #2 was taught to mastery. All students were required to demonstrate their ability to perform the strength, agility and	No changes at this time.			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	conditioning exercises, as well as learning to use the equipment/facilities safely.	conditioning exercises properly before being allowed to continue with the class.	No changes at this time.		
		SLO #3	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, the more energy they had and the better they felt.	No changes at this time.		
	ATHL 23	SLO #1	Cognitive: Students will demonstrate superior competency within the sport; as well as learn the rules of the game as disseminated by the CCCAA. The understanding of the underlying knowledge, concepts, and theories associated with the sport which may include: offensive, defensive, and base running strategies.	32 of 32 students met the goals of this SLO	No changes needed		
		SLO #1 (Walker)	1. Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport. Core Competency: Critical Thinking and Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative 2. Affective: Students will learn the value of hard work, integrity, honor, teamwork, and	All students were able to demonstrate an understanding of skills and fundamentals, showed accountability, teamwork, sportsmanship, and ability to understand and put into place team strategies and philosophies.	Plan to introduce more team bonding and character building opportunities within the everyday practice plan.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Walker)	<p>sportsmanship to be exhibited during practice and non-traditional game play.</p> <p>Core Competency: Communication and Critical Thinking and Global Awareness and Personal/Professional Development</p> <p>Assessment Methods: Demonstration</p> <p>Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p> <p>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.</p> <p>Core Competency: Communication and Critical Thinking and Personal/Professional Development</p> <p>Assessment Methods: Demonstration</p> <p>Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p>	All students were able to demonstrate an understanding of skills and fundamentals, showed accountability, teamwork, sportsmanship, and ability to understand and put into place team strategies and philosophies.	Plan to introduce more team bonding and character building opportunities within the everyday practice plan.		
		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.	32 of 32 students met the goals of this SLO	No changes needed		
		SLO #3	Psychomotor: Students will learn and demonstrate basic,	32 of 32 students met the goals of this SLO	No changes needed		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for sports.	32 of 32 students met the goals of this SLO	No changes needed		
	ATHL 25	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport.	Data was visual. Next semester will give a short quiz on information.	Changes will be made to give more evidence outside of visual evidence.	NA. First year teaching the class. Quiz next year.	
		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.	Many of the players do not perform at the necessary level.	I need to recruit different players who will meet the standards to compete at the level I expect.	NA. Results will not necessarily be shown this year. Next year will have a different group of girls.	
		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.	The ladies who are coming are getting stronger and are fine tuning their abilities.	Performance in games will dictate how class went.	New strength and conditioning coach led to better performance.	
				The ladies who are coming are getting stronger and are fine tuning their abilities.	We need to get more girls and bring in more competition to make a better program.	N/A. First year in program. Setting up weight program and following practice plans.	
	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.		
		SLO #1 (Walker)	1. Cognitive: Students will learn proper technique with in training exercises and nutritional knowledge to maximize fitness gains as it relates to competitive intercollegiate athletics. Core Competency: Personal/Professional Development Assessment	All students showed to improve their time in the one mile run as well as saw increase in strength in the squat and bench press.	Introduce Pilates and Yoga combination to aid in muscle endurance and strength gain.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Walker)	<p>Methods: Demonstration</p> <p>Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p> <p>2. Affective: Students will learn to value superior fitness training (in season and out of season) for specific sport.</p> <p>Core Competency: Personal/Professional Development Assessment</p> <p>Methods: Demonstration</p> <p>Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p> <p>3. Psychomotor: Students will learn and demonstrate competency and improvement in fitness related components specific to sport including: cardiovascular, efficiency, muscular strength, muscular endurance, flexibility, and body composition. Core Competency: Personal/Professional Development Assessment</p> <p>Methods: Demonstration</p> <p>Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative.</p>	<p>All students showed to improve their time in the one mile run as well as saw increase in strength in the squat and bench press.</p>	<p>Introduce Pilates and Yoga combination to aid in muscle endurance and strength gain.</p>		
				<p>Pre-Assessment/Average Strength Per Individual (August 17th)</p> <p>Average Squat (29 Participants): 272 pounds</p> <p>Power Clean (10 Participants/*Fewer participants due to ability to properly): 211 Pounds</p>	<p>I plan to increase more PiYo workouts, and add even more hip mobility exercises as well as adjust our dynamic stretching routine that creates more flexibility, explosion, and</p>	<p>Changes made were adding PiYo (Pilates's and Yoga combination) once a week, as well as hip mobility exercises with thera bands. I feel these two additions made a big help in players strength development, flexibility, and athleticism.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Bench Press (19 Participants/Position Players Only): 198 pounds Dead Lift (28 Participants): 326 Pounds</p> <p>Mid Semester Testing: October 10-11th Average Squat (28 Participants): 305 Pounds Power Clean (28 Participants/*Fewer participants due to ability to properly): 200 Pounds Bench Press (18 Participants/Position Players Only): 217 Pounds Dead Lift (28 Participants): 356 Pounds Medicine Ball Toss: (31 Participants): 32.25 feet</p> <p>Final Semester Testing: December 12-15th Average Squat (27 Participants): 340 Pounds Power Clean (28 Participants/*Fewer participants due to ability to properly): 217 Pounds Bench Press (21 Participants/Position Players Only): 224 Pounds Dead Lift (28 Participants): 391 Pounds Medicine Ball Toss: (31 Participants): 37.50 feet</p>	strength in the muscles.	Changes made were adding PiYo (Pilates's and Yoga combination) once a week, as well as hip mobility exercises with thera bands. I feel these two additions made a big help in players strength development, flexibility, and athleticism.	
		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.		
		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, the more energy they had and the better they felt.	No changes at this time.		
	AUTO 51A	SLO #1.1	Identify tools and their functions	Quiz 1: 69% success rate with a 70% or higher, and a 23% eared 60-69%. 7%	We incorporated a student worker specifically for the	Have not taught this class in 3 years	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	AUTO 51A	SLO #1.1	Identify tools and their functions	failure. Quiz 2: 54% success rate with a 70% or higher. 46% earned 60- 69%. Quiz 3: 92% success rate, 8% eared a 60- 69%. Midterm 38%success rate with a 70% or higher and 62% eared a 60-69%.	auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	Have not taught this class in 3 years	
				Quiz 1: 82% success rate with a 70% or higher. 18% of students earned a 60-69%. Quiz 2: 82% success rate with a 70% or higher. 6% earned 60- 69%, and 12% failed. Quiz 3: 88% success rate, 12% eared a 60- 69%. Midterm 88%success rate with a 70% or higher and 12% eared a 60-69%.	We incorporated a student worker specifically for the auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	Have not taught this class in 3 years	
		SLO #2.1	Identify Components and their Functions	Quiz 4: 54% success rate with a 70% or higher, 31% eared 60- 69%, and 15% failed. Quiz 5: 85% success rate with a 70% or higher, 15% eared 60- 69%. Final: 69% success rate with a 70% or higher and 31% earned a 60-69% .	We incorporated a student worker specifically for the auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	Have not taught this class in 3 years	
				Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Final: 88% success rate with a 70% or higher and 12% earned a 60-69% .	We incorporated a student worker specifically for the auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	Have not taught this class in 3 years	
		SLO #3.1	Learn Maintenance and Service Procedures	ASE Questions: 70% success rate with a 70% or higher. 12% earned 60-69%. 18% Failed. Workbook questions: 100% success rate with a 70% or higher. 88% success rate on Lab Final with a 70% or higher. 12% eared 60-69%. 100% success rate on presentations.	We incorporated a student worker specifically for the auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	Have not taught this class in 3 years	
		SLO #3A	Become familiar with ASE testing and learn maintenance and service procedures.	ASE Questions: 92% success rate with a 70% or higher, 8% earned 60-69%. Workbook questions: 100% success rate with a 70% or higher. 46% success rate on Lab Final with a 70% or higher, 54% eared 60-69%. 100% success rate on presentations.	We incorporated a student worker specifically for the auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	Have not taught this class in 3 years	
	AUTO 53	SLO #1 (Seever)	Safety and Equipment Operation Quiz 1	13/19 students or 69% scored a "C" or higher, 6/19 or 31% failed. 19 students tested class average 78%	Still awaiting for this to be moved to an online format	The material was covered in a shorter time span and in a less detailed format. This was a mistake as we achieved negative results	
		SLO #2	Diagnose, repair, replace	Show the ability to perform basic services	No changes to this SLO	This was a Hands-on approach. More	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Seever/Waller)	system components and become familiar with ASE testing	and connect equipment for testing. 19/19 scored 'C' or higher, class average 85%	required	individualized evaluation on use of tools, logical troubleshooting & diagnosing system components	
		SLO #3 (Seever/Weller)	Perform maintenance, overhaul, removal / installation and become familiar with ASE testing	14/19 or 74% passed with a 'C' or higher, 4/19 or 21% scored below, 1 student did not take the Final. Class Average 74%	My finals are meant to be challenging. It provides good insight as to what knowledge is retained by the student		
	AUTO 55	SLO #1 (Weller)	Safely and responsibly use equipment to perform automotive repairs while minimizing impact on the environment	Written Quiz – 12/14 or 85% of the students successfully completed this assignment with a “C” or higher, 2/14 or 15% of the students failed. 14 Students tested Average score 87.3%	This semester extra emphasis was placed on safety using traditional methods. This section was under review to be moved to an online platform to better meet industry standards.	This semester had a textbook revision which added some industry updates. Most students find it very user friendly and an electronic version is available. 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 – 13/13 or 100% of the students were successful with this assignment with a “C” or higher. 13 Students tested Average score 90.0%. 1 student failed to take the exam.	Current assessment method meets industry standards and is effective in evaluating student competency.	Notes in SLO1. 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 ASE testing	Written Quiz – 10/12 or 83% of the students were successful with this assignment with a “C” or higher. 2/12 or 17% of the students failed. 12 Students tested Average score 86.1%. 2 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.	Notes in SLO1. 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 #1 (Locke)	Explain the operating principles of the diesel engine and the differences between diesel engines and gasoline engines	The student successfully described in detail the operating principles of the diesel engine and the differences from the gasoline engine for a letter grade of an A.	The data indicates that no changes are necessary.		
		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	Military expressed an interest in developing initial inspection skills. Added 609 certification.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	authorization to work in the motorpool.	Military expressed an interest in developing initial inspection skills. Added 609 certification.	
		SLO #2 (Locke)	Identify the various systems and components of the diesel engine and their specific functions and perform basic service maintenance on those systems.	The student successfully identified each of the various systems and the related components on the diesel engine. The student was successful in describing in detail how each of the components in the various systems operated and perform basic service maintenance. The student received a letter grade of an A for this SLO.	The data indicates that no changes are necessary.		
		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.	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 motor pool.	Military expressed an interest in developing initial inspection skills. Added 609 certification.	
	AUTO 67	SLO #1	Identify tools and their functions	The student successfully completed this SLO with a 98% for a letter grade of an A. Quiz 1: 93% success rate with a 70% or higher, 7% failure. Quiz 2: 79% success rate with a 70% or higher. 21% earned 60-69%. Quiz 3: 85% success rate, 15% eared a 60- 69%. Midterm 71% success rate with a 70% or higher and 29% eared a 60-69%.	The data indicates that no changes are necessary. We incorporated a student worker specifically for the auto/diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	No changes	
		SLO #2	Identify components and functions in regards to diesel auxiliary systems and learn troubleshooting, diagnosis, and service procedures.	Quiz 4: 78% success rate with a 70% or higher, 15% earned 60-69% and 7% failed. Quiz 5: 57% success rate with a 70% or higher, 43% earned 60-69%. Final: 93% success rate with a 70% or higher and 7% earned a 60-69%.	We incorporated a student worker specifically for the auto/diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	No changes.	
		SLO #3A	Become familiar with ASE testing and learn maintenance and service procedures	ASE Questions: 86% success rate with a 70% or higher, 14% earned 60-69%. Workbook questions: 100% success rate with a 70% or higher. 72% success rate on Lab Final with a 70% or higher, 28% eared 60-69%. 100% success rate on presentations.	We incorporated a student worker specifically for the auto/ diesel bay in order to help maintain the bays and check out tools for a more efficient lab.	No changes	
	BADM 1	SLO #1	Understand the elements of contractual obligations and how to recognize these requirements.	Fall 2016: 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 above data indicates that students really need to be reminded that EVERY single assignment is	The only changes that were made in this course was Open Book/Open Note for the final. This was the first semester that I made it Closed Book and Open Note.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	BADM 1	SLO #1	Understand the elements of contractual obligations and how to recognize these requirements.	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.	important and that every class that they register for is really imperative for their overall grade. They need to also be sure that as we are going through the course that they are memorizing or at least the bolded theories that we go through each chapter so that when the Closed book final comes up, they are ready and not thrown into something.	The rubric is still encouraged for students to follow.	
		SLO #1 (Pasley)	Understanding of constitution and its applicability to business transactions.	75% of the students tested on this learning objective completed the objective at 70% or better.	I plan to make the same additions to the online course next time I teach it that I did for the live course and monitor the effect of the change. Also, I plan to implement the MindTap program that is associated with the textbook to determine whether it will improve the level of understanding for the 25% of the students that were not successful in this learning objective as well as those that were successful.	This was the first time this course was presented live. As compared to the online class completed in the spring of 2016, the students demonstrated the same level of understanding. The changes I made presenting the course live were additional classroom activities, YouTube videos, and articles.	
		SLO #2	Recognize key regulatory agencies responsible for enforcing contracts and property rights.	Fall 2016: 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 and received zeros. These are not worth that many points if you do well on the Mid-Term and Final, but if you do not, these term papers are key in passing the course.	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Pasley)	Applicability of "tort" law and its relevance to commercial transactions.	95% of the students completed this assignment at 90% or better.	I will continue to use the group strategy to help students establish relationships with their classmates and encourage and monitor individual progress within the team environment. Also, I will incorporate group activities in the online class the next time I teach it to observe the students' success. Also, I plan to implement the MindTap program that is associated with the textbook to determine whether it will improve the level of understanding for the 25% of the students that were not successful in this learning objective as well as those that were successful.	This is the first time I this class has been taught live by me. The difference between the two courses is that in this live course, students were broken into groups and used them to present a project as well as study together.	
		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.	Fall 2016-90% 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.	
		SLO #3 (Pasley)	Knowledge of "contract" formulation and design	80% of the students completed this assignment with a score of 90% or better.	I will continue to use the group strategy to help students establish relationships with their classmates and encourage and monitor their progress	Since this is the first time this was presented live, there were no changes to be made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Pasley)	Knowledge of "contract" formulation and design	80% of the students completed this assignment with a score of 90% or better.	with the final group project. I will also incorporate group work in the online class the next time I teach it to observe the students' success. Also, I plan to implement the MindTap program that is associated with the textbook to determine whether it will improve the level of understanding for the 25% of the students that were not successful in this learning objective as well as those that were successful.	Since this is the first time this was presented live, there were no changes to be made.	
	BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	<p>This class started out with an initial roster of 50 students and then there were 4 ADDs to the class. Of this roster of 54, 3 of these students were dropped for failing to submit their syllabus acknowledgement, 7 students were dropped from the class due to non-participation / excessive absences and 10 were student drops. This shows that 37% of the students who initially 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.</p> <p>Of the 34 students that completed the class, 22 of them did so with a passing grade of C or better. This shows that (64.7%) of the students were utilizing their text and online resources.</p> <p>Unfortunately, 35.3% of the class or 12 students simply quit participating and chose to fail.</p> <p>Sidebar Note / Observation: What is disturbing is the growing number of students (12 in this class / 35.3%) that</p>	No plans are in place to make any changes to this SLO at this time.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	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.	No plans are in place to make any changes to this SLO at this time.		
		SLO #2	Design pricing schedules and advertisement campaigns utilized in sales promotions.	See SLO 1 Summary	No plans are in place to make any changes to this SLO at this time.	See SLO 1	
		SLO #3	Creation of a marketing plan intended for both class project assessment and applicability as a tool in financing small business venture.	See SLO 1 Summary	No plans are in place to make any changes to this SLO 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 2016: 50% 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 50 % 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. The data also represents that when the students do not read thoroughly through their syllabus and assignments that they are going to miss things that have quite a bit of points. I am not sure what we should do during the Holidays and/or if I am the only teacher that has issues with their students during this time of the year (Very discouraging).	I kept the course the same as in my previous semester that I taught this course and this semester seemed to go horribly. This was the worst semester that I have taught in terms of student's reciprocation. I am not sure if it's because of the Holiday Season, but it seemed as though most of the students were fine up until the Mid-Term (which happened to be right before Thanksgiving), then they stopped communicating as a whole. The students that did complete the course 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	Fall 2016: 25% of the class turned in both their Mid-Term as well as their Final Exam. They were both open note/closed book, but the students still exemplified that they	The above data indicates that although nine weeks is very quick to learn Business Law 2 with the	The Mid-Term and Final exam are the same as when I previously taught this course, except due to some advice from other professors I decided to make the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Ulibarri)	the methodology employed as a means of both protecting the environment and assuring optimum level of commercial production.	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. Again, the Mid-Terms were turned in and from what I gather many of the students liked what we were going through in the course, but then it seems once Thanksgiving rolled around, people just stopped caring and didn't complete the remainder of the course.	amount of information to review, if the students set their minds to it, they will definitely succeed.	Mid-Term and Final exam open (2 page note) and closed book. The students that stayed on track in the course seemed to understand 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 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.	Fall 2016-50% 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 50% neglected to submit the discussion questions thoroughly weekly, which I reminded them constantly, which really hurt their grade.	I have had much success with my discussions in this course in the past. 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. I am going to continue to reinforce this, but for some reason during this semester, my students dropped off of the face of the earth, after Thanksgiving.	
	BADM 5	SLO #1A (Green)	Demonstrate an understanding of business principles (marketing, finance, management, accounting and Information Technology) by integrating the functional knowledge, through critical thinking and problem solving skills, in order to identify and address business problems.	30 out of 37 students completed both essay assignments. The two page essays allow students the opportunity to identify and address issues that are prevalent in the current workforce in which they will enter after graduation. The students are asked to use information from the text to understand, identify, address and solve the issues.	During the last assessment, more students completed essay 1 than essay 2 so the revision was an effort to raise the completion rate and to avoid students calculating points in order to determine which assignments were necessary to pass the class and which could be skipped.	Essay 2 assignment was changed to incorporate critical thinking skills in relation to marketing and distribution as opposed to focusing on distribution alone.	
		SLO #2A (Green)	Demonstrate ability to analyze and interpret business data and to improve business performance.	100% of students participated and completed the discussion questions. Students were asked to choose a company that interests them and continue to use that same company throughout the class discussions in order to put what they learn	No changes, seems to be an effective method for students to learn various business aspects		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2A (Green)	Demonstrate ability to analyze and interpret business data and to improve business performance.	from the text into use. Through Lesson 9 discussions students expressed this method as an effective learning experience because it becomes more personal when they choose the company to research and allows them to learn about various aspects of the same business for a well-rounded, real world company profile.	No changes, seems to be an effective method for students to learn various business aspects		
		SLO #3A (Green)	Demonstrate knowledge of today's domestic and global environment (legal, regulatory, political, cultural and economic)	35/37 students completed all quizzes, those that completed received at least 44/60 points or above	No changes, quizzes contain midterm and final questions and are an effective way help students retain information as well as prepare for the midterm and final exams		
	BADM 51	SLO #1	The student will be able to perform basic arithmetic calculations as applied to business situations.	CRN 20445: 27 of 29 students scored C or better average 83%	Increased effort will be made to convince students to do quiz corrections and raise grades.	No changes made. Previous results 90%.	
				CRN 20679 12 students 90% Low number of students makes me question validity of data.	No change proposed	Test correction was emphasized. Several students did not take advantage of the opportunity.	
		SLO #1 (Pasley)	Demonstrate a proficiency in the application of fundamental business formulas necessary in commercial transactions	100% of the students were successful completing this SLO.	Based on the data, the students were very successful. However, I believe this is because I spent too much time in class on the concepts. The next time this course is presented, I plan to implement Khan Academy early in the semester and give students extra credit for attending math workshops at the Student Success Center. I hope that this will encourage them to build some of their skills outside of class so that we can move more quickly through the course.	No changes were made from the last presentation of this course.	
		SLO #2	The student will be able to compute discounts, markups	CRN 20445: 15 of 29 students scored C or better average 57%	Increased effort will be made to convince students	No changes made. Previous results: 79%	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	and markdowns.	CRN 20445: 15 of 29 students scored C or better average 57%	to do quiz corrections and raise grades. Students will be dropped after 2 weeks of no work.	No changes made. Previous results: 79%	
				CRN 20679 12 students 79% Low number of students makes me question validity of data.	No change proposed	Test correction was emphasized. Several students did not take advantage of the opportunity.	
		SLO #2 (Pasley)	Construct budgets and complex financial statements	60% of the students completed the course at 60% or better.	Based on the data, the students were very successful. However, I believe this is because I spent too much time in class on the concepts. The next time this course is presented, I plan to implement Khan Academy and/or extra credit for attending math workshops at the Student Success Center. I hope that this will encourage them to build some of their skills outside of class so that we can move more quickly through the course.	I did not make any changes from the last time the course was presented.	
		SLO #3	The student will be able to compute payroll and deductions.	CRN 20445: 9 of 29 students scored C or better: average 45%	Increased effort will be made to convince students to do quiz corrections and raise grades. Students will be dropped after 2 weeks of no work.	No changes made. Previous results 82%.	
				CRN 20679 12 students 82% Low number of students makes me question validity of data.	No change proposed	Test correction was emphasized. Several students did not take advantage of the opportunity.	
		SLO #3 (Pasley)	Demonstrate a working knowledge of transactions impacting debt and equity markets.	0% of the students were able to reach this level of understanding.	I plan to remove this SLO from the course; however, because of the Curriculum Committee schedule this will not happen before fall 2017.	This SLO needs to be revised because it is on offered in the abbreviated textbook utilized in the course.	
		SLO #4 (Pasley)	Perform basic, intermediate and advanced calculations derived from information highlighted in financial	0% of the students were able to reach this learning outcome.	The data indicates that the changes must be made to ensure that students are able to progress to the	I have found that the students that enroll in this course have math skills that are at lower than Junior High level. I spent a large amount of the time	

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		SLO #4 (Pasley)	statements.	0% of the students were able to reach this learning outcome.	capstone project. When the course is offered in spring 2017, I will introduce Khan academy and/or extra credit points for its completion. In addition, I will make sure to introduce MExcel by mid-semester in the hopes to improve learning outcomes of early concepts.	teaching fractions, percentages, ratios, and proportions. Hence, time ran out to teach the skills that would have allowed students study advanced calculations related to financial statements. I implemented the Khan Academy website, but students did not utilize it.	
	BADM 6	SLO #1	Create both memorandums and written/oral reports essential for effective office communications.	74% of the students completed this SLO with a 70% or better.	<p>After revising the questions listed in #10 above, I will review the results and see if the revision brings some clarity to the students in the SLO. I expect the revisions will maintain the current level of understanding for the majority of the class and increase the level of understanding for the remaining 26% of the students.</p> <p>FYI~ This course will be offered in the spring of 2017 in the CANVAS platform for the first time. There may be some learning stress related to this significant change.</p>	I did not make any changes the last time this course. I noticed that there were some questions that students consistently answered wrong. Therefore, I will revise questions #4, #12, #14, #17, #22, #28, #31, #32, #36, #39, and #44.	
		SLO #2	Develop public speaking skills important when communicating in both the domestic and global sphere.	93% of the students achieved 70% or better on this learning outcome.	I will make changes to the questions mentioned in #10 above. In addition I will add a few articles and/or videos that may help students understand the concept better. I expect the revisions will maintain the current level of understanding for the	Although this is an excellent outcome, I plan to review questions #17 and #30 since students consistently got those questions wrong.	

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		SLO #2	Develop public speaking skills important when communicating in both the domestic and global sphere.	93% of the students achieved 70% or better on this learning outcome.	majority of the class and increase the level of understanding for the remaining 7% of the students. FYI~ This course will be offered in the spring of 2017 in the CANVAS platform for the first time. There may be some learning stress related to this significant change.	Although this is an excellent outcome, I plan to review questions #17 and #30 since students consistently got those questions wrong.	
		SLO #3	Demonstrate knowledge of grammar and sentence structure important to all levels of communication.	78% of the students completed this SLO with a 70% or better.	After reviewing the data, I believe that revising these questions may help the students become understand the concept better. I expect the revisions will maintain the current level of understanding for the majority of the class and increase the level of understanding for the remaining 12% of the students. FYI~ This course will be offered in the spring of 2017 in the CANVAS platform for the first time. There may be some learning stress related to this significant change.	I plan to revise questions #14, #15, #19, #23, #49, and #68 since they are the ones that the vast majority of the students missed on the exam.	
	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 and established	80% (or 12 of the 15 students in the class) 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	The data suggests that pre-selecting a week's discussion to evaluate makes the collection and analysis of data a smoother process. This was the first time teaching BIOL 1 to transitional college	First time I've taught this live, so N/A.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	BIOL 1	SLO #1	knowledge.	knowledge. In this discussion students were analyzing what role federal lands play in conserving natural resources.	students and it was a great learning experience for me.	First time I've taught this live, so N/A.	
				80% (or 26 students in the class) 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 analyzing the how their carbon footprint could be changed based on different models' calculations versus changing their behavior.	The data suggests that pre-selecting the week's discussion board to evaluate makes the collection and analysis of data a smoother process. Next semester, I plan on posting a FAQ section to help students better understand the discussion process for this online class.	I continued the practice of selecting a specific week's discussion board to evaluate this time, which makes assessing data much more streamlined. I also evaluated an earlier week's discussion but it did not help me catch more students before they failed or left.	
		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.	The average score on the midterm was 78%, just higher than the targeted 75% average. I have given this midterm before and typically have class scores average between 75-80%.	Next time, I will continue to emphasize that to review for the midterm, students need to answer the end of chapter questions (currently not a graded assignment). Also, by including quizzes, students had more chances to be comfortable with taking an online test and the necessary adjustments such a test entails (no breaks, a timer, etc.).	I emphasized that the questions would be taken from EOC questions and quiz questions.	
				The average score on this exam was an 81%. It was a take-home essay exam so I feel though the scores were a little low but overall, I was pleased with the average. In the future, providing the students with the rubric that will be used for grading when I hand out the test may improve test scores.	Next time, I will hand out the rubric with the take-home exam.	First time I've taught this live, so N/A.	
		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	12/15 students submitted satisfactory presentations. However, two simply decided not to do the presentation because it was not worth enough points to them to bother. One claimed to have forgotten about the assignment.	Next time, I will increase the points associated with this assignment to increase student buy-in.	First time I've taught this live, so N/A.	

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		SLO #3	conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	12/15 students submitted satisfactory presentations. However, two simply decided not to do the presentation because it was not worth enough points to them to bother. One claimed to have forgotten about the assignment.	Next time, I will increase the points associated with this assignment to increase student buy-in.	First time I've taught this live, so N/A.	
				Only 66% of the students successfully participated in this discussion, perhaps because it was the end of the semester and they were more worried about their final exam.	Next semester I plan on changing back to a presentation and emphasizing the use of Prezi presentations for online students.	I had changed from a presentation to a discussion since so many students struggled with uploading their presentation. However, students were not successful with this assessment so I am likely to revert to a presentation for this SLO. Also, uploading presentations may be easier for students in Canvas compared to Moodle.	
	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.	86% (18/21) 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 anti-vaccination claims they had seen in different media forms with scientific claims about the effectiveness and safety of vaccines.	The data suggests that pre-selecting a week's discussion 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. The student who was in class and not successful with the target did not have strong English speaking or reading skills. He struggled with the class all semester. I suggested tutoring, workshops, and the Student Success Center. I am unaware if he took advantage of any of these services.	I selected a specific week's discussion to evaluate this time, which makes assessing the data much more streamlined.	
		SLO #2	By the end of the course, the	Students exhibited solid levels of	The above data indicates	The students indicated that the	

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		SLO #2	successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	biological understanding and good test taking skills with Quiz 4. The average score was 15.5/20, with only a few outliers. There were 2 0-6 scores, and 1 10-14 scores, suggesting that the vast majority of students (19/21) thoroughly understood this material and exhibited good test taking strategies.	the usefulness of supplemental materials. Upon surveying the students, the supplemental 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 provided in addition to the lecture engaged their curiosity and made them want to learn more. These 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.	Students presented the research they had done over the term on a topic of their choice. They had to evaluate at least 3 peer-reviewed scientific articles, in addition to background information. 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 a student-choice paper for students to participate in. Such papers and resulting discussions may encourage students to engage more with conveying their ideas in future classes.	I allowed students more time in class to gather the peer-reviewed articles they would use and ask questions about them. This helped the students do a better job evaluating the literature.	
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.	N=16 88 % met or exceeded target (n=14) 12% did not meet target (n=2) Students were asked to take what we had learned in our case study on "The evolution of human skin color" and answer several analysis essay questions on the topic. 88% satisfactorily answered the essay questions demonstrating their understanding of the evolution of human skin color. These students were able to discuss the topic in terms of natural selection, whether it was cancer driving the evolution of skin color or some other factor. The two students who did not meet target: one individual turned in the lab, but did not attempt the questions, one student did not turn in the lab.	Students learn and retain best when given a hook and motivation to solve a real-world problem. The hook was "does skin cancer drive the evolution of human skin color". Students had to research and discuss the possibility. Through inquiry and discovery students discovered that cancer was not the mechanism driving the evolution of skin color. Students orally discussed their findings among group members and then with others in the class. Finally, when students appeared to have a firm grasp of natural selection and	None were necessary. Though I did allot the entire 3 hours this time to the case study; rather than trying to introduce or review other information. I also feel that I spent additional time in the course focusing on Natural Selection and its relationship to both genetics and environment. Students appeared to have a better grasp of the concepts based on their responses.	

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	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.	N=16 88 % met or exceeded target (n=14) 12% did not meet target (n=2) Students were asked to take what we had learned in our case study on "The evolution of human skin color" and answer several analysis essay questions on the topic. 88% satisfactorily answered the essay questions demonstrating their understanding of the evolution of human skin color. These students were able to discuss the topic in terms of natural selection, whether it was cancer driving the evolution of skin color or some other factor. The two students who did not meet target: one individual turned in the lab, but did not attempt the questions, one student did not turn in the lab.	survival of the fittest, they were assigned 5 short essay questions to further explore their understanding and create lasting memory. I would most definitely use this case study in future course providing additional time for further discussion (3 hours was tight).	None were necessary. Though I did allot the entire 3 hours this time to the case study; rather than trying to introduce or review other information. I also feel that I spent additional time in the course focusing on Natural Selection and its relationship to both genetics and environment. Students appeared to have a better grasp of the concepts based on their responses.	
				Students were required to select a topic discussed/taught in class from a scientific journal. Students were asked to discuss what they knew about the topic, what scientists discovered about the topic using scientific vocabulary we have been developing in the course. Furthermore, students were required to explain how what they have learned applies to their life. First research paper: 2 exceeded target, 12 met target, 2 did not do the assignment (and dropped the course at a later date) Second research paper: 8 exceeded target, 4 met target, 1 did not meet target, 1 did not do the assignment	Additional instruction, frequent reminders, and going over the requirements of the assignment closer to and prior to the deadline was helpful in keeping the assignment fresh in the student's minds. Going over the rubrics and expectations increased readability, increased the usage of correct APA formatting, and resulted in a more comprehensive research that also answered the questions of how this applies to their life. I will keep this in mind and continue to work this methodology into my lesson plans in the future.	I pulled up the syllabus on overhead and went over the assignment the week before the assignment was due. I provided an example of APA format and provided them with link to OWL Purdue site to help them out. I emphasized the importance of avoiding plagiarism, and editing/proofreading their work prior to submission. I went over the rubrics again the week prior as well and reminded them to use them as a self-grading tool and submit with their paper. I also sent them out several emails reminding them of assignment and requirements (e.g., format, rubrics, and deadline). Overall students were much more successful in presenting an edited APA formatted research paper compared to previous semester. Only two students followed directions in attaching the rubrics.	Content wise, students who met target/ expectations (88% first paper, 86%

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				<p>Students were required to select a topic discussed/taught in class from a scientific journal. Students were asked to discuss what they knew about the topic, what scientists discovered about the topic using scientific vocabulary we have been developing in the course. Furthermore, students were required to explain how what they have learned applies to their life.</p> <p>First research paper: 2 exceeded target, 12 met target, 2 did not do the assignment (and dropped the course at a later date)</p> <p>Second research paper: 8 exceeded target, 4 met target, 1 did not meet target, 1 did not do the assignment</p>	<p>Additional instruction, frequent reminders, and going over the requirements of the assignment closer to and prior to the deadline was helpful in keeping the assignment fresh in the student's minds. Going over the rubrics and expectations increased readability, increased the usage of correct APA formatting, and resulted in a more comprehensive research that also answered the questions of how this applies to their life. I will keep this in mind and continue to work this methodology into my lesson plans in the future.</p>	<p>second paper) satisfactorily met the SLO (Note: 100% of students who completed assignment met the SLO) Students who did not meet target/expectations (22% first paper, 24% second paper) were missing one or more required components or neglected to do the assignment.</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>My goal for the lab practicum was for majority of students to pass with a 70% or better. N=16 69% of the class (n=11) met or exceeded target of 70% or better. 25% of the class (n=4) did not meet the target of 70 or better. 6% of the class (n=1) did not take the practicum</p>	<p>This was the first time many of these students were exposed to this type of testing situation (lab practicum). The majority of the students commented that they thought it was a good opportunity to see how much they remembered. A couple thought it was stressful at first, but said they had plenty of time to gather their thoughts and were relieved they were able to visit the stations a second time. Interestingly, I had not thought much about the pedagogy behind this type of testing until I got to this question. I think it is a useful tool as a summative assessment of</p>	<p>I presented a shortened mock exam the week prior to the examination. Students commented that they appreciated having a visual of what the lab practicum would "look like". I noticed that during their review, students were quizzing each other more in the style of the examination. Students who did, also were more successful on the practicum.</p>	

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		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>My goal for the lab practicum was for majority of students to pass with a 70% or better. N=16 69% of the class (n=11) met or exceeded target of 70% or better. 25% of the class (n=4) did not meet the target of 70 or better. 6% of the class (n=1) did not take the practicum</p>	<p>student learning in the laboratory. However, I could find little to nothing in scientific data that discusses this as a pedagogy. I did find scientific data that supports project-based lab practicum; which is something I may have to consider as an alternative in the future. For lab examinations based on recognizing structures and functions, I will most likely continue to use lab practicum's as a method of authentically assessing students learning on actual specimens and models rather than trying to have them transfer that knowledge to paper/drawn models. In support of this, I informally noted that students who relied entirely on their paper models were less successful at transferring their knowledge to the specimens/models. Students who focused on specimens/models and used their paper notes to assist in naming were more successful in the lab practicum.</p>	<p>I presented a shortened mock exam the week prior to the examination. Students commented that they appreciated having a visual of what the lab practicum would "look like". I noticed that during their review, students were quizzing each other more in the style of the examination. Students who did, also were more successful on the practicum.</p>	
				<p>N=14 Median=75% Mode=85% Students were given 48 multiple choice and 2 short essay questions on cumulative final exam. Questions were primarily of a conceptual nature based on broad ideas taught over the term.</p>	<p>One of my goals for Biology 10 students is for them to be exposed to a wide range of biology topics and for them to gain a broad understanding of biology and how science works. I wanted them to be able to</p>	<p>Interestingly, I had prepared not only a hard copy study guide for students to focus their studies on, but an online practice/study guide online using Quizziz. Only 6 of the 14 students utilized the online Quizziz; they were the students who also scored the highest on the examination (100%, 95%, 93%, 85%,</p>	

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				<p>Goal was 70% or better on final examination demonstrating a conceptual understanding of a broad number of biology topics and how science works.</p> <p>10/14 met the target >70%</p> <p>4/14 did not meet the target <70%</p>	<p>demonstrate content knowledge at the end of the term with a 70% or better on the final exam.</p> <p>I selected from the test bank or developed 2 broad/conceptual questions per chapter/topic covered in the course. Questions that students missed were random across the board. There was no one question that stood out in the data as being missed more than the others; which probably represents the diversity of understanding/learning by the students. Based on noted student abilities, final scores, and positive student responses regarding material tested (e.g. question type, content) I intend to use/create the same type of final next term.</p>	85%, 85%).	
		SLO #3	<p>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.</p>	<p>My goal was to determine if students could apply what they have learned in class about the properties of water, diffusion/osmosis, electrolytes, chemical bonding, homeostasis, and urinary system to a new situation.</p> <p>N=19 (5 students dropped later for a variety of reasons)</p> <p>11 students exceeded target</p> <p>5 students met target</p> <p>3 student did not meet target</p> <p>84% of students met or exceeded target; showing understanding of key concepts and able to apply concepts taught in the course to a new situation.</p>	<p>The above data indicates that the majority of students were able to take concepts taught in class, integrate them and apply them to a new situation. I will continue to assess students understanding of content by creating/assigning open-ended questions that elicit students to explain using scientific terms and concepts taught in the course. I will also continue to use Quizziz as a</p>	<p>I provided examples of open-ended type questions similar to what I would ask on the examination. I also prepared an online practice/review on Quizziz in addition to a hardcopy review. In addition, I provided short 10 question quizzes each class using Quizziz that helped students review topics covered and assess their knowledge (or lack thereof). I attempted to motivate them to spend additional time on their studies by giving 2 pts extra credit for anyone that scored 70% or better on these daily Quizziz. A few expressed frustration with not doing well on them, but the rest were very positive in stating that</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	16% (3 students) showed little to no understanding of either the question asked or the content (note: these students also ended up dropping or being dropped from the course later). N=16 81% (n=13) exceeded target 13% (n=2) met target 6% (n=1) did not meet target 94% met or exceeded target. Students were able to take what was taught/learned in the coursework from previous lab exercises and apply it to a new, but related, scenario. The majority of the students satisfactorily chose the correct biological/chemical test to test samples, analyzed their results correctly, and justified their hypothesis/claim.	formative assessment tool for both myself and students. By doing so, I am able to gauge better what, if any, misconceptions students have, ascertain student mastery of the topics, and to remediate as needed with these types of questions. Application of content to a real-life scenario is imperative to helping students understand and remember content. Real-life problems provide the hook and motivation for students to learn the material as evidenced by their lab experience, write up and a subsequent examination questions based on this lab scenario. My goal was that this would be an authentic examination in which students would be able to demonstrate whether they had effectively learned the material and could transfer it to practice. Based on the results of this laboratory experience, I modeled several subsequent labs after this and would like to add a couple more in the future. Note: Students who were unsuccessful in meeting target had either missed previous coursework/lab and/or did not do the preparation necessary to be successful (All related	this helped them to stay on top of what they were supposed to be learning each week. Students were directed to read specific case study PRIOR to beginning lab activity and to gather all previous lab instructions/write ups prior to beginning their testing. No hints or instruction was given to them by instructor as they attempted to solve a new problem related to prior baseline labs conducted in class. At first, students were frustrated, but once they organized and realized they had the information they needed in prior labs they conducted, they calmed down and enjoyed trying to solve the "medical mystery".	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>N=16 81% (n=13) exceeded target 13% (n=2) met target 6% (n=1) did not meet target</p> <p>94% met or exceeded target. Students were able to take what was taught/learned in the coursework from previous lab exercises and apply it to a new, but related, scenario. The majority of the students satisfactorily chose the correct biological/chemical test to test samples, analyzed their results correctly, and justified their hypothesis/claim.</p>	materials/podcasts were available on course website).	Students were directed to read specific case study PRIOR to beginning lab activity and to gather all previous lab instructions/write ups prior to beginning their testing. No hints or instruction was given to them by instructor as they attempted to solve a new problem related to prior baseline labs conducted in class. At first, students were frustrated, but once they organized and realized they had the information they needed in prior labs they conducted, they calmed down and enjoyed trying to solve the "medical mystery".	
	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>16/26 or 62% of the students successfully completed the paper with a "C" or above 9/26 or 34% of the students completed the paper with a "D" 1/26 or 4 % of the students completed the paper with a "F"</p>	<p>The above data indicates that overall, the class was able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality. The target not being met had more to do with some students not completing all sections of the paper and not including references, as the sections that were completed displayed ability to explain the concepts, principles, and theories. The students who received a "D" or "F" on the paper were students who displayed inconsistency in turning in assignments throughout the semester. They generally did poorly throughout the class due to not completing assignments or completing them incorrectly. Instructor reached out numerous times</p>	<p>The midterm paper was kept the same as the previous session, as students in the previous session did well on the paper, and were able to explain the concepts and theories. Instructor was available for students via phone who needed more clarification, and discussed in detail the structure, level of detail expected for the concepts, and APA format. Gave students written and verbal examples. Students in this current session did worse on the midterm paper than the previous class. The students who received a "D" or "F" on the paper did not complete all of the sections that were supposed to be included in the paper, did not include references, and/or wrote the paper poorly with many spelling, grammatical, and punctuation errors. In the sections that were included by these students, they were able to explain key concepts, principles, theories, and generalizations of psychology as related to human sexuality. It is likely that these students would have received a higher grade if they would have completed all of the sections, and if they would have included their references.</p>	

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	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>16/26 or 62% of the students successfully completed the paper with a "C" or above 9/26 or 34% of the students completed the paper with a "D" 1/26 or 4 % of the students completed the paper with a "F"</p>	<p>throughout the semester via phone or email to these struggling students, as well as provided them with information for tutoring and writing workshops available. Instructor will continue to be available via phone and email to help students with the paper. Instructor will also continue to provide the detailed handout for the paper, and will also update sections for the next semester.</p>	<p>The midterm paper was kept the same as the previous session, as students in the previous session did well on the paper, and were able to explain the concepts and theories. Instructor was available for students via phone who needed more clarification, and discussed in detail the structure, level of detail expected for the concepts, and APA format. Gave students written and verbal examples. Students in this current session did worse on the midterm paper than the previous class. The students who received a "D" or "F" on the paper did not complete all of the sections that were supposed to be included in the paper, did not include references, and/or wrote the paper poorly with many spelling, grammatical, and punctuation errors. In the sections that were included by these students, they were able to explain key concepts, principles, theories, and generalizations of psychology as related to human sexuality. It is likely that these students would have received a higher grade if they would have completed all of the sections, and if they would have included their references.</p>	
				<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>17/20 or 85% of the students successfully completed the paper with a "C" or above</p>	<p>Compared to Fall 2015 in which instructor previously taught the course, students did much better on this assignment. Overall, the writing skills of the students in this class were higher, compared to the previous class. The data indicates that the majority of the students were able to explain key concepts, principles, theories, and generalizations of psychology as related to human sexuality. The</p>	<p>No changes were made.</p>	

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				<p>1/20 or 5% of the students completed the paper with a "D"</p> <p>2/20 or 10% of the students completed the paper with a "F"</p>	<p>students who received a "D" or "F" grade were missing sections in their papers, did not accurately describe concepts, and did not completely follow instructions to include references. Instructor gave detailed feedback with the grade to help these students learn from their mistakes, and have a correct understanding of the concepts. Instructor will continue to provide the detailed written instructions/example of the paper, and continue to prompt students to read and review the instructions thoroughly. Instructor will continue to be available to students to answer questions about the paper, and continue to give detailed feedback to help students master the content.</p>	<p>No changes were made.</p>	
				<p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 31 of 34 or 91%. Most students wrote well-constructed paragraphs. Four students were not successful.</p> <p>Regarding the three students that were not successful:</p> <p>Student one missed one discussion assignment yet averaged 81% on the other discussions and was not successful on SLO 1.</p>	<p>Student success was 91 % for SLO 1. No immediate changes are planned. The three students that were not successful missed one, three, and six assignments.</p>	<p>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.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Student two missed three of seven discussions.</p> <p>Student three missed six of seven discussions.</p>	<p>Student success was 91 % for SLO 1. No immediate changes are planned. The three students that were not successful missed one, three, and six assignments.</p>	<p>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.</p>	
				<p>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 three concepts, principles or theories, relevant to human sexuality. Student success was earned by 22 out of 28 students or 79%. The three students that earned a D missed multiple study guide assignments. Two students that earned an F missed multiple study guide assignments and one failed to submit a research paper. The other student that earned an F, missed multiple study guides, stopped attending after the last day to drop the course, missed the final exam, and failed to turn in the essay assignment.</p>	<p>Student success was 79% for SLO 1. While this is a solid number, I plan to make changes for next semester. I will limit students to miss no more than three study guides before removal from the course.</p>	<p>No changes from previous assessment.</p>	
				<p>The final exam scores indicate a high C average (78%). 70% 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 41 students who were enrolled at the end of the term, 36 took the final exam and 28 of those demonstrated their understanding of the concepts at a 70% or better.</p>	<p>Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 66% of the students who completed the course completed successfully (C or above). Those who do not complete the course successfully failed to complete discussion questions completely: 4 stopped attending altogether. Continue to monitor course for</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 comments on discussions to allow time to correct grades. This has increased retention, however, it is also noted that the final exam average dropped (9 students received Ds in the class and one received an F). It is likely that students in the past stopped attending when they were failing a class and with increased instructor contact, they remained in the course and participated, although they were not doing well.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				The final exam scores indicate a high C average (78%). 70% 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 41 students who were enrolled at the end of the term, 36 took the final exam and 28 of those demonstrated their understanding of the concepts at a 70% or better.	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, as this has increased student retention and increased discussion participation.	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. This has increased retention, however, it is also noted that the final exam average dropped (9 students received Ds in the class and one received an F). It is likely that students in the past stopped attending when they were failing a class and with increased instructor contact, they remained in the course and participated, although they were not doing well.	
	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.	17 out of 19 students or 89% successfully completed the assignment with a "C" or higher grade. 2 students received a "D"	The assignment required critical thinking and analysis of the given information. There was more than one correct answer. Students were encouraged to write free responses expressing their knowledge and understanding of the material. Students shared their responses with the whole class. They participated in the discussion asked and answered the questions from their classmates. Students seems to like the discussion and enjoyed participation. I am planning to use the same assessment next time.	This assignment was used the first time.	
				A = 40%, B = 25%, C = 20%, D = 5%, F = 10% This is an average group. The number of As was higher than last time. Many of them either did not show up for the activity, did not ask about it, or did not	I plan to continue to coax them to express themselves fully and without reservation; they should be using the text for more than just a reference;	I have not made any significant changes from previous assessments. Normally this is a very straight forward activity that does not need a lot of preparation or encouragement from me.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				turn it in. The Fs were due to students not turning in the assignment.	I plan on further encouraging them to bring their books to class and consult them for assistance with this assignment. Honestly, this is a one-off group that had significant issues with coming to class and turning in assignments.	I have not made any significant changes from previous assessments. Normally this is a very straight forward activity that does not need a lot of preparation or encouragement from me.	
		SLO #1A	2 Midterms (Addison)	Of the 28 students that were left after 5 dropped and 11 were a failure to drop, all 28 students took test 1 and 2.	The 2 midterms which are open book no time limit will not change. Students needs to read the chapters and take their time taking the exams.	None, the tests are open book open notes	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.	<p>Comprehensive multiple choice exam:</p> <p>11/19 or 58% of the students successfully completed the final exam with a "C" or above</p> <p>6/19, or 32% of the students completed the final exam with a "D"</p> <p>2/19 or 10% of the students completed the final exam with a "F"</p> <p>1 student did not take the final exam</p> <p>Highest grade: 96/100</p> <p>Lowest grade: 30/100</p>	The results indicate that 42% of the students were not able to critically evaluate concepts and different points of view associated with human sexuality in a multiple choice format. Given that more than half of the class selected the correct answer on questions, it could be that students did not adequately prepare for the exam. Instructor will continue to provide the detailed study guide that closely matches each question on the exam, with specific examples to prepare students for the exam. Instructor will also prompt students to review the discussions as well, since the discussion questions provided the students with an opportunity to critically evaluate concepts and various points of view, and	Instructor used new questions on the final exam, which included more critical thinking and application of concepts, theories, and ideas. Instructor posted a more detailed study guide in the middle of week 5. The study guide included examples of types of questions that were going to be on the exam, which included ways in which questions would be asked. For example, instructor indicated that the exam would include scenarios in which students would have to choose the concept that the scenario is referring to, as well as information recall about trends pertaining to concepts, as well as examples of critical thinking types of questions. Instructor indicated what specific concepts and theories students were to focus on for the exam. Compared to the previous class, students did worse. However, the class size was smaller by 13 students, compared to the previous class. Instructor reviewed the questions and answers of the students, and noticed that generally, students selected a variety of answers on any given question. For the majority of the questions, more than half of the class	

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		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.	<p>Comprehensive multiple choice exam:</p> <p>11/19 or 58% of the students successfully completed the final exam with a "C" or above</p> <p>6/19, or 32% of the students completed the final exam with a "D"</p> <p>2/19 or 10% of the students completed the final exam with a "F"</p> <p>1 student did not take the final exam</p> <p>Highest grade: 96/100 Lowest grade: 30/100</p>	the concepts were represented on the exam.	selected the correct answer.	
				<p>Comprehensive multiple choice exam:</p> <p>17/24 or 71% of the students successfully completed the final exam with a "C" or above</p> <p>5/24, or 21% of the students completed the final exam with a "D"</p> <p>2/24 or 8% of the students completed the final exam with a "F"</p> <p>Highest grade: 94/100 Lowest grade: 56/100</p>	<p>The above data indicates that perhaps students did a better job studying for the final exam, and displayed a higher level of critical thinking skills. Overall, students were able to analyze and critically evaluate different ideas, arguments, and point of views associated with human sexuality. The students who received a "D" or F" on the exam generally did poorly throughout the class due to not completing assignments or completing them incorrectly. Instructor reached out numerous times throughout the semester via phone or email to these struggling students, as well as provided them with information for tutoring. Instructor will continue to reach out to students, and will continue to refine/update questions on the exam as necessary.</p>	Instructor used the same exam from the previous semester. Students in this class did better on this exam than the previous class. In the previous session, only 58% of students completed the final exam with a "C" or higher, while 71% of students in this session completed the final exam with a "C" or higher.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Student success was achieved by 22 of 28 students or 79%. Five students earned exam scores from 63% - 68% across four exams. One student missed an exam and earned a 60% across four exams.	Student success was 79% for SLO 2. No planned changes at this time.	No changes made from the previous assessment.	
				<p>Student success was achieved by 29 of 34 students (85%). The five other students were not successful on SLO 2. The main reason is these students had very low test scores even though only one missed one quiz.</p> <p>Regarding the two students that earned a D:</p> <p>Student one was one of two students that completed all quizzes yet was not successful. She averaged 74% on the quizzes, scored a 32% on the midterm exam and a 66% on the final exam. Student two averaged 57% on the quizzes, scored a 52% on the midterm, and a 69% on the final exam.</p> <p>The three students that earned an F:</p> <p>Student three averaged a 52% on the quizzes. Her midterm exam score was 34% and improved on the final with a 57%.</p> <p>Student four had an average quiz score of 44%, midterm was a 48% and the final exam score was 45%.</p> <p>Student five missed one quiz, scored 82% on the midterm, and a 54% on the final.</p>	Student success was 85% for SLO 2. 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.	
				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	Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 66% of the	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. This increased	

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				<p>participation and demonstrated understanding in this area. Data indicates that students have understood and can practically apply the concepts of the course. Of the 41 students who completed the course, all 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, 4 stopped attending towards the end of the class and the fifth did not complete discussions as outlined.</p>	<p>students who completed the course completed successfully (C or above). Those who do not complete the course successfully failed to complete discussion questions completely: 4 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 for students with lower grades. Continued to include comments on discussions to allow time to correct/improve grades, as this has increased student retention and increased discussion participation.</p>	<p>student participation in discussions through the end of the course.</p>	
		SLO #2 (Addison)	Assigning weekly homework.	Of the 28 students, 15 consistently turned in their weekly assignments on time that is 53%	None changes. I think turning in homework in a timed manner is important for students to learn responsibility. Thinking critically is imperative in College.		
		SLO #2.2	Content knowledge and test taking skills when completing essay and/or objective examinations	17 out of 19 students or 89% successfully completed the assignment with a "C" or higher grade. 2 students received a "D"	Unit 2 exam included multiple choice questions and human reproductive system diagrams. The students were more successful with multiple choice questions than with labeling the diagrams. To prepare my students better next time, I plan to draw and discuss similar diagrams on the board prior to the Exam.	This assignment was used the first time.	

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				A = 22%, B = 45%, C = 20%, D = 3%, F = 10% This is a fairly average group. Many of them either did not show up for the test or did not study for it. The tests are fairly straight forward and show if they have been following along with the lecture and can effectively study and prepare for the exams.	I plan to continue to encourage them to study hard for each exam. The tests are based, to a large extent, on the text; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to class and consult them for assistance with their tests. Honestly, this is a one-off group that had significant issues with coming to class and studying for the exams.	I have not made any significant changes from previous assessments.	
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	Student success was achieved by 27 of 28 students (96%). The one student that was not successful in this area did not submit an essay.	Student success was 96% for SLO 3. No changes are planned for next term.	No changes made from previous assessment.	
				Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 31 of 34 or 91%. Most students wrote well-constructed paragraphs. Four students were not successful.	Student success was 79% for SLO 3. No immediate changes are planned.	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.	
				Regarding the three students that were not successful: Student one missed one discussion assignment yet averaged 81% on the other discussions and was not successful on SLO 1. Student two missed three of seven discussions. Student three missed six of seven discussions.			
				Students posted viewpoints about whether prostitution is beneficial/harmful,	Students did better on their discussion posts	No changes were made.	

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				<p>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>18/20 or 90% of the students successfully completed the aggregate of their posts with a "C" or higher, 2/10 or 10% of the students completed the aggregate of their posts with a "D"</p>	<p>compared to Fall 2015, in which instructor last taught the course. Compared to the previous class, students were able to write effectively, and were able to communicate thoughts/ideas in written form. The students who received "D" grades on posts did not respond to questions accurately, did not respond to all questions, or did not include references to support their position as the question instructed. Instructor provided detailed feedback, and also prompted students to complete the missing parts. However, these students did not respond to the prompts. Instructor will continue to give students an opportunity to include the missing parts before the deadline.</p>	<p>No changes were made.</p>	
				<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>The above data indicates that students were able to articulate their positions in writing. The students who received a "D" on the aggregate of their posts posted incomplete responses and/or displayed little effort in completing posts. Instructor posted follow-up questions and gave these students opportunities to add the missing information, but students did not go back to add the missing information. The students</p>	<p>Instructor used the same discussion questions from the previous session.</p>	

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				<p>22/26 or 85% of the students successfully completed the aggregate of their posts with a "C" or higher, 1/26 or 4 % of the students completed the aggregate of their posts with a "D"</p> <p>3/26 or 11% of the students completed the aggregate of their posts with a "F"</p>	<p>who received an "F" on the aggregate of their posts responded incorrectly to the discussion questions, posted incomplete responses, displayed poor writing skills, and did not make corrections when provided with the opportunity to do so. .</p> <p>Instructor reached out numerous times throughout the semester via phone or email to these struggling students, as well as provided them with information for tutoring and writing workshops. Instructor will continue to reach out to students, and will continue to review discussion questions to make them relevant.</p>	<p>Instructor used the same discussion questions from the previous session.</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 41 students who completed the course, all 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, 4 stopped attending towards the end of the class and the fifth did not complete discussions as outlined. 26 students completed most or all of the discussions and utilized references in postings to earn passing credit (70% or above).</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. 66% 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</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. As noted above, this has increased retention, although decreased the course averages as some of the students who may have stopped attending in the past remained in the class but obtained lower scores.</p>	

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				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 41 students who completed the course, all 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, 4 stopped attending towards the end of the class and the fifth did not complete discussions as outlined. 26 students completed most or all of the discussions and utilized references in postings to earn passing credit (70% or above).	attending altogether (4 students). 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. As noted above, this has increased retention, although decreased the course averages as some of the students who may have stopped attending in the past remained in the class but obtained lower scores.	
		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	18 out of 19 students or 95% successfully completed the assignment with a "C" or higher grade. 1 student was absent and did not take the assignment.	Students were assigned a role of a teenage counselor in a teen STD clinic to help educate teens about STDs. Students had to analyze and apply the information that we learned during the course. I believe students enjoyed the activity. The assignment helped them to relate course material to a real life situations. I plan to use the same assignment next semester.	This assignment was used the first time.	
				A = 40%, B = 25%, C = 20%, D = 5%, F = 10% This is an average group. The number of As was higher than last time. Many of them either did not show up for the activity, did not ask about it, or did not turn it in. The Fs were due to students not turning in the assignment.	I plan to continue to coax them to express themselves fully and without reservation; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to class and	I have not made any significant changes from previous assessments. Normally this is a very straight forward activity that does not need a lot of preparation or encouragement from me.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				A = 40%, B = 25%, C = 20%, D = 5%, F = 10% This is an average group. The number of As was higher than last time. Many of them either did not show up for the activity, did not ask about it, or did not turn it in. The Fs were due to students not turning in the assignment.	consult them for assistance with this assignment.	I have not made any significant changes from previous assessments. Normally this is a very straight forward activity that does not need a lot of preparation or encouragement from me.	
		SLO #3A	Final (Addison)	Out of the 28 students, all took the final and passed with a D or higher that's is 100%	The final is open book and covers 6 chapters		
	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.	"Scientific Method" laboratory work. 30 out of 33, or 91% of the students successfully completed this assignment with a "C" or higher grade. 3 student did not submit the lab report, and received 0 points for the lab.	I am planning to use the same assessment next semester. The results indicate that students enjoy working on the practicum that is related to their own lives.	Previous time I used groups of three and four students to work together on the assignment. This semester the students were divided into groups of two to complete the assignment. Smaller groups made the work more personal and allowed students to participate in the work with their full potential.	
				A = 55%, B = 18%, C = 16%, D = 5%, F = 6% This was better than I had imagined would be the case in spite of the fact that this was one of my better Bio 2 classes that I have had. Many of the students put a lot of work into this project and many did a good job. This data is a even better than last semester. Most of the Fs were due to the students not turning in the project at all. Many of the low scores were due to students not turning in a rough draft as requested. This is, however, an excellent result for an introductory course to biology.	I plan to continue and elaborate on the policy of demanding early sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.	I pushed, even harder than last semester, for them to turn in early individual sections of the paper as well as several rough drafts. The students who did the rough drafts did significantly better than those who did not and only turned in the final project on the day that it was due.	
		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.	A = 45%, B = 32%, C = 14%, D = 6%, F = 3% These results are fairly consistent with other groups in the past. There are fewer in the center of the distribution that in the past. As in normal years, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is lower than normal. This group has had a less difficult time with this class in regard to	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.	I have consistently tried to encourage students to come to office hours, ask questions and assist each other with studying. This does not seem to have worked as well as in past semesters.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	the objective examination format and essays than past semesters, but the final is a very difficult exam.	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.	I have consistently tried to encourage students to come to office hours, ask questions and assist each other with studying. This does not seem to have worked as well as in past semesters.	
				Out of 32 students who took the test 16 or 50% scored "C" and better. 65% of the students attempted to answer free response questions. 18% of the students attempted to solve extra point questions.	I am planning to use this assessment again next semester. However, to improve the students' performance I am planning to provide a better review before the test.	I used a similar assessment on the previous time period, multiple choice and free responses. However, I changed all the questions. In comparison to the previous time, current students showed lower results. Last time 52% students received a "C" or better grade. This time only 50% of the students succeeded. However, more students answered free response and extra point questions.	
		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.	31 out of 32 students or 97% of the class participated in the lab practicum. One student were absent and received 0 for the assignment.	I am planning to use the same or similar assignment the next semester. Students showed a very good results compare to the previous semester. They seems to enjoy the laboratory practicum and fully understand the procedure as well as the purpose of the experiment.	I used a different Lab practicum to assess SLO# 3. Compared to the previous time students showed a higher score. Last semester 76% of the students received a "C" or better grade. This time 97% met the target.	
				A = 55%, B = 18%, C = 16%, D = 5%, F = 6% This was better than I had imagined would be the case in spite of the fact that this was one of my better Bio 2 classes that I have had. Many of the students put a lot of work into this project and many did a good job. This data is a even better than last semester. Most of the Fs were due to the students not turning in the project at all. Many of the low scores were due to students not turning in a rough draft as requested. This is, however, an excellent result for an introductory course to biology.	I plan to continue and elaborate on the policy of demanding early sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.	I pushed, even harder than last semester, for them to turn in early individual sections of the paper as well as several rough drafts. The students who did the rough drafts did significantly better than those who did not and only turned in the final project on the day that it was due.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	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 = 52%, B = 25%, C = 11%, D = 5%, F = 7% This was better than I had imagined would be the case in spite of the fact that this was one of my better Bio 4 classes that I have had. Many of the students put a lot of work into this exam and many did a good job. This data is better than last semester. Most of the Fs were due to the students not taking the exam. Many of the low scores were due to students not studying the questions that were provided. This is, however, an excellent result for a pre-nursing group.	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.	I pushed, even harder than last semester, for them to study for the exams with even more help from me with study strategies. It seems to be paying off, at least for this group, this semester.	
		SLO #2	Demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	A = 48%, B = 32%, C = 11%, D = 6%, F = 3% These results are fairly consistent with other groups in the past. There are fewer in the center of the distribution that in the past. As in normal years, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is lower than normal. This group has had a less difficult time with this class in regard to the objective examination format and essays than past semesters, but the final is a very difficult exam.	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.	I have consistently tried to encourage students to come to office hours, ask questions and assist each other with studying. This does not seem to have worked as well as in past semesters.	
		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 = 52%, B = 25%, C = 11%, D = 5%, F = 7% This was better than I had imagined would be the case in spite of the fact that this was one of my better Bio 4 classes that I have had. Many of the students put a lot of work into this exam and many did a good job. This data is better than last semester. Most of the Fs were due to the students not taking the exam. Many of the low scores were due to students not studying the questions that were provided. This is, however, an excellent result for a pre-nursing group.	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.	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.	
	BIOL 5	SLO #1	Demonstrate rally, and in written form, understanding of the processes of science, the scientific methods, and the relationship between scientific research and	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	The emphasis on peer review before turning in work was retained, helping students focus on how others' perceived their communications. No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	BIOL 5	SLO #1	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.	before turning it in for grading. Therefore, I will!	The emphasis on peer review before turning in work was retained, helping students focus on how others' perceived their communications. No changes were made.	
		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 81%. The 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. In addition, students were assigned the different chapters covered in UNIT 4 to make review games with and that buy-in helped students prepare for the exam.	
		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 case studies on how the human body processes different ions helped students evaluate the conclusions of the use of different medicines for different patients, which is of high interest to these pre-nursing students. Being able to connect the physiology and the condition to the medicines helped students understand why they had to learn certain pieces of information.	The above data indicated that I should continue using case studies to help students connect their learning to their future careers.	I changed from reading a book to reading case studies and that change inspired more students to participate well without needing to be fed.	
	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.	Labs will continue towards more inquiry-based and as we refine the class research project methodology, (our survey of campus microbes), I expect that eventually we will be able to submit a survey for publication, giving our students an edge in their applications.	Labs continued to be less "cookbook" and more inquiry based, which continued to make 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 two years ago, worked well again this semester and helped keep students on track. It also helps to keep students accountable for their own work. Students were also directed more and earlier to the Student Success Center for writing assistance.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	Students exhibited high levels of microbiology content on the Unit 4 exam, with a class average of 91.5%. Most students earned an A on the exam, with a few B's and two C's. One student did fail the exam; however, she had a high number of absences and left early many times. This was a repeat student from last spring so her performance was unsurprising.	I do not plan on changing the pedagogy for next semester as this pedagogy worked well.	Connect continued to be a useful preparation tool for my students. No changes were made from the previous assessment.	
		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.	Students did an excellent job of presenting their data on the microbial survey of the campus they conducted between Halloween and Thanksgiving. 100% of the students successfully completed this SLO; group work held them accountable to each other and the project. Students presented their findings orally, subject to extensive peer questioning, and in a paper.	The above data indicated that I should continue to use the microbial survey presentations for this SLO as all students were engaged and successful in presenting their data.	I changed this assessment from a book discussion to the presentation of the microbial survey as students were more heavily invested in the results of the microbial survey.	
	CBIS 1	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, 18 out of 24 (75%) students successfully demonstrated understanding of SLO #2. There were two (2) active students didn't perform this lab project.	Students will be instructed on the importance of understanding the topic behind SLO #2, attend classes, and faithfully and carefully follow the lab instructions.	I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #2, attend classes, and carefully follow the lab instructions was working.	
				Based on the final exam results, 16 out of 22 (73%) students successfully demonstrated understanding of SLO #1. There were three (3) active students didn't take the final exam.	Need to emphasize the importance of understanding the topic behind SLO #1, attend classes, and faithfully read the text book.	I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #1, attend classes, and faithfully read the text book was 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 22 (68%) students successfully demonstrated understanding of SLO #3. There were three (3) active students didn't take the final exam.	Students will need to be reminded on the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book. My previous approach of	I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book was working.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 22 (68%) students successfully demonstrated understanding of SLO #3. There were three (3) active students didn't take the final exam.	doing the above was working, as the success rate was 100%.	I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book was working.	
	CBIS 13	SLO #1	Utilize computer software tools for decision making process.	Based on a hands-on lab project, 11 out of 11 (100%) students successfully demonstrated understanding of SLO #1. All active students did perform this lab project.	Even though the success rate is 100% students will be instructed on the importance of understanding the topic behind SLO #1, attend classes, and faithfully and carefully follow the lab instructions.	More time was spent on the concept of using the computer as a tool for the decision-making process. Students were encouraged to study on how to "Utilize computer software tools for decision making process". Students were encouraged to attend class and read the textbook as well.	
		SLO #3	Design a management information system based on sound methodologies.	Based on a hands-on lab, 9 out of 9 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform this lab project.	Even though the success rate is 100%, students will be instructed on the importance of understanding the topic behind SLO #2, attend classes, and faithfully and carefully follow the lab instructions.	None, as the success rate was 100%. However, great emphasis was still exerted on SLO #2. Students were still continued to be instructed on the importance of "Design a management information system based on sound methodologies." Students were still instructed on the importance of attending classes, and carefully follow the lab instructions was working.	
				Based on the final exam results, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #3. All active students did take the final exam.	Even though the success rate is 100%, students will continue to be reminded of the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book.	None, as the success rate was 100%. Students were continued to be encouraged to study and understand the "Design a management information system based on sound methodologies".	
	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, 7 out of 7 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. All active students did take the final exam.	None; as the success rate is 100%. 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%.	
		SLO #2	Develop an understanding of	Based on a hands-on lab, 7 out of 7 (100%)	None, as the success rate is	No changes were necessary; as the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	internet security and how to be safe on the WWW.	students successfully demonstrated understanding of SLO #2. All seven (7) active students did perform this lab project.	100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	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, 7 out of 7 students (who took the final) successfully demonstrated proficiency in understanding of SLO #3. All seven (7) active student did take the final exam.	None; as the success rate is 100%. 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 22A	SLO #1A	Apply common UNIX commands for a variety of procedures	<p>Of the five students who completed the course 100% of the students showed the ability to apply basic UNIX commands.</p> <p>Five of the fourteen students, eight students were dropped for no-show or non-participation. Below is a more detailed explanation that I will only give here with SLO#1 so as not to be repetitive I will not duplicate this information for SLO #2 and #3:</p> <p>The Introduction to UNIX course originally started with fourteen students. Ten students filled out the syllabus, and eight of the ten eMailed me the first week. So I dropped 4 students for "No Show".</p> <p>By day twelve of the course, three of the ten students contacted me and told me they did not have a textbook. To which I replied and indicated, as well had explained in various areas of the online course materials that I created the course for students to be able to conduct the first week's assignments with out a textbook with online materials from my lecture, on-line links, and the "how-to" videos that I created for the course. As well I made the first week's assignment due at the end of week 2, for students to have a week to get the textbook.</p>	<p>My goal is work with the CBIS /CSIS department to find ways to encourage more enrollment for the Introduction to UNIX course. 100% any student who takes my course, and wants to learn UNIX, they will, with out a doubt. With a 94% average among the students who completed all work and assignments for the course proves success and declaration. I believe I have created a course that is realistic, useful, and real-time practical.</p>	<p>I created nine how-to videos and uploaded to youtube. Not only did the videos help students in the course, it helps thousands looking for help with UNIX by way of the Internet. I created the first week assignment to be due at the end of week 2. I created the first week's assignment to be able to be completed with out a textbook by way of my lectures and how-to-videos.</p>		

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	CBIS 22A	SLO #1A	Apply common UNIX commands for a variety of procedures	<p>I did all of these changes to the course because of what happened in the last Introduction to UNIX course I taught. By the end of week two, four of the ten students continued to ask for extensions, in which I helped to accommodate.</p> <p>As I interacted with the four students by way of eMail, direct messages in Moodle, and used the area "instructor's post" to continue to motivate students to get to working on the assignment due by the end of week 2. At the beginning of week three I dropped three of the four students for "Non-participation" as it was obvious the students simply didn't want me to drop them, and showed no sign of attempting any work for the course. And one student did get the text book and kept in constant contact with me. At the end of week three I had seven students in the course actively participating with the course.</p> <p>The hands-on approach, the how-to-videos I created, and the ability for me to highly involved with each student was successful. Unfortunately, one student dealt with a personal crisis, and had to drop, and another student began to ask me for extensions for work due, due to personal issues as well. By the middle of week six to including the Thanksgiving holiday time I had to drop two more students for non-participation leaving the course with only five students. Of those five students one student simply stopped participating but I could not drop the student because the course had reached it's 75% mark.</p> <p>I explain this information because I think it's important for the college to begin to realize how many students simply signed up for the course, which I personally believe the goal was to have credits rather than learn UNIX.</p>	<p>My goal is work with the CBIS /CSIS department to find ways to encourage more enrollment for the Introduction to UNIX course. 100% any student who takes my course, and wants to learn UNIX, they will, with out a doubt. With a 94% average among the students who completed all work and assignments for the course proves success and declaration. I believe I have created a course that is realistic, useful, and real-time practical.</p>	<p>I created nine how-to videos and uploaded to youtube. Not only did the videos help students in the course, it helps thousands looking for help with UNIX by way of the Internet. I created the first week assignment to be due at the end of week 2. I created the first week's assignment to be able to be completed with out a textbook by way of my lectures and how-to-videos.</p>	

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	CBIS 22A	SLO #1A	Apply common UNIX commands for a variety of procedures	<p>There is a clear and distinct obvious understanding between a student who wants to learn, and a student who continues to ask not to be dropped and promises to submit assignments and simply allows the promise to expire with no feedback or communication, despite my inquiries and check-ins with such students.</p> <p>The course with five students over all was a huge success considering the outcome. I had to give one F because the student did not complete the last week assignment, did not complete the Final Project, and did not complete the "final assignment" required when dealing with the proctor. Leaving four students, three which had an 94% average which is an improvement from last course taught. With only five students to teach, this sort of high average should be expected because the load was light and I was easily able on a daily basis to check in with students and encourage and work with the course. I do hope the survey results show as much. The student I had to give a "C" to, only received a C because of work missing, as he cited work as the issue for missing assignments, and did not have time to complete as I worked with him, explaining I would give him extensions with a 20% penalty, but his military in the field work somehow got in his way, he was able to take the final, and complete the final project, which reflects homework assignments and discussions.</p> <p>Overall, finding ways to get CBIS students to understand the value of UNIX is perhaps one of a few ways that can help the college increase enrollment for the course. As well, putting CBIS 22a within the scope of a course needed for more degrees in technology could help as well. I have told Mr. Batarseh in the past if there was anything I can do, but the lines of</p>	<p>My goal is work with the CBIS /CSIS department to find ways to encourage more enrollment for the Introduction to UNIX course. 100% any student who takes my course, and wants to learn UNIX, they will, with out a doubt. With a 94% average among the students who completed all work and assignments for the course proves success and declaration. I believe I have created a course that is realistic, useful, and real-time practical.</p>	<p>I created nine how-to videos and uploaded to youtube. Not only did the videos help students in the course, it helps thousands looking for help with UNIX by way of the Internet. I created the first week assignment to be due at the end of week 2. I created the first week's assignment to be able to be completed with out a textbook by way of my lectures and how-to-videos.</p>	

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	CBIS 22A	SLO #1A	Apply common UNIX commands for a variety of procedures	<p>communication sometimes aren't clear from an online part-time instructor to a department lead. I honestly don't know who else to contact other than Mr. Batarseh. I enjoy teaching UNIX and willing to the work it takes to help the college increase initial enrollment.</p> <p>I will not repeat this for SLO #2, and #3, but what I have written here is meant for all SLO's.</p>	<p>My goal is work with the CBIS /CSIS department to find ways to encourage more enrollment for the Introduction to UNIX course. 100% any student who takes my course, and wants to learn UNIX, they will, with out a doubt. With a 94% average among the students who completed all work and assignments for the course proves success and declaration. I believe I have created a course that is realistic, useful, and real-time practical.</p>	<p>I created nine how-to videos and uploaded to youtube. Not only did the videos help students in the course, it helps thousands looking for help with UNIX by way of the Internet. I created the first week assignment to be due at the end of week 2. I created the first week's assignment to be able to be completed with out a textbook by way of my lectures and how-to-videos.</p>	
		SLO #2A	Demonstrate the knowledge to work within the UNIX file structure.	Of the five students who completed the course 90% of the students showed the ability to apply basic UNIX commands.	<p>My goal is work with the CBIS /CSIS department to find ways to encourage more enrollment for the Introduction to UNIX course. 100% any student who takes my course, and wants to learn UNIX, they will, with out a doubt. With a 94% average among the students who completed all work and assignments for the course proves success and declaration. I believe I have created a course that is realistic, useful, and real-time practical.</p>	<p>I created nine how-to videos and uploaded to youtube. Not only did the videos help students in the course, it helps thousands looking for help with UNIX by way of the Internet. I created the first week assignment to be due at the end of week 2. I created the first week's assignment to be able to be completed with out a textbook by way of my lectures and how-to-videos.</p>	
		SLO #3A	Utilize directory utilities	Of the five students who completed the course 90% of the students showed the ability to apply basic UNIX commands.	<p>My goal is work with the CBIS /CSIS department to find ways to encourage more enrollment for the Introduction to UNIX course. 100% any student who takes my course, and wants to learn UNIX, they will, with out a doubt.</p>	<p>I created nine how-to videos and uploaded to youtube. Not only did the videos help students in the course, it helps thousands looking for help with UNIX by way of the Internet. I created the first week assignment to be due at the end of week 2. I created the first week's assignment to be able to be completed with out a textbook by way</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A	Utilize directory utilities	Of the five students who completed the course 90% of the students showed the ability to apply basic UNIX commands.	With a 94% average among the students who completed all work and assignments for the course proves success and declaration. I believe I have created a course that is realistic, useful, and real-time practical.	of my lectures and how-to-videos.	
	CBIS 3	SLO #1	Understand and possess the ability to explain Visual Basic programming concepts.	Based on quiz #1 results, 10 out of 10 (100%) students successfully demonstrated understanding of SLO #1; All active students did take the assigned quiz (Quiz #1).	Continue to emphasize the importance of attending classes, reading the textbook, and understanding the topic behind SLO #1.	None, as the success rate was 100%. Students were still encouraged to study and understand the "Understand and possess the ability to explain Visual Basic programming concepts". Students were encouraged to attend class and read the textbook as well.	
		SLO #2	Create Visual Basic applications using the Windows Integrated Development Environment (IDE) kit.	Based on a hands-on lab, 9 out of 9 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform this lab project.	Even though the success rate is 100%, students will be instructed on the importance of understanding the topic behind SLO #2, attend classes, and faithfully and carefully follow the lab instructions.	None, as the success rate was 100%. However, great emphasis was still exerted on SLO #2. Students were still continued to be instructed on the importance of "Create Visual Basic applications using the Windows Integrated Development Environment (IDE) kit." Students were still instructed on the importance of attending classes, and carefully follow the lab instructions was working.	
		SLO #3	Identify and debug logical and syntax errors in Visual Basic programs.	Based on the final exam results, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #3. All active students did take the final exam.	Even though the success rate is 100%, students will continue to be reminded of the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book.	None, as the success rate was 100%. Students were continued to be encouraged to study and understand the "Identify and debug logical and syntax errors in Visual Basic programs."	
	CBIS 40	SLO #1A	Acquaint students with the proper procedures to create worksheets suitable for coursework, professional purposes, and personal use	10 students registered for the class. 2 students had attendance problems did not complete the required class work, they received an "F." 8 students completed all assignments, 3 students received an "A," 2 students received a "B," 2 students	Spending more with small groups of students improved the scores and pass rates of those who asked for help. I think this tactic seemed to interest	Teaching method changes were made from the previous semester. I spent more time in small groups of students, going over issues with assignments that were common to those students.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	CBIS 40	SLO #1A	Acquaint students with the proper procedures to create worksheets suitable for coursework, professional purposes, and personal use	received a "C," 1 student received a "D."	the students who normally didn't ask for help, adding to overall student success.	Teaching method changes were made from the previous semester. I spent more time in small groups of students, going over issues with assignments that were common to those students.	
		SLO #2A	Offer an in depth presentation of Microsoft Excel 2013. To expose students to practical examples of the computer as a useful tool	10 students registered for the class. 2 students had attendance problems and did not complete the required class work, they received an "F." 8 students completed all assignments, 3 students received an "A," 2 students received a "B," 2 students received a "C," and 1 student received a "D."	Spending more with small groups of students improved the scores and pass rates of those who asked for help. I think this tactic seemed to interest the students who normally didn't ask for help, adding to overall student success.	Teaching method changes were made from the previous semester. I spent more time in small groups of students, going over issues with assignments that were common to those students.	
		SLO #3 (Durheim)	To help students discover the underlying functionality of Excel 2013 so they can become more productive. To develop an exercise-oriented approach that allows learning by doing	10 students registered for the class. 2 students had attendance problems and did not complete the required class work, they received an "F". 8 students completed all assignments, 3 students received an "A", 2 students received a "B", 2 students received a "C", 1 students received a "D".	Spending more with small groups of students improved the scores and pass rates of those who asked for help. I think this tactic seemed to interest the students who normally didn't ask for help, adding to overall student success.	Teaching method changes were made from the previous semester. I spent more time in small groups of students, going over issues with assignments that were common to those students.	
	CBIS 41	SLO #1	Students will demonstrate the word processing skills needed to prepare professional business and academic documents	7 students registered for the class. 1 student had attendance problems and did not complete the required class work, they received an "F". 6 students completed all assignments, 2 students received an "A", 2 students received a "B", and 2 students received a "C".	Spending more with small groups of students improved the scores and pass rates of those who asked for help. I think this tactic seemed to interest the students who normally didn't ask for help, adding to overall student success.	Teaching method changes were made from the previous semester. I spent more time in small groups of students, going over issues with assignments that were common to those students.	
		SLO #2	Students will determine and apply appropriate editing techniques and formatting standards to documents	7 students registered for the class. 1 student had attendance problems and did not complete the required class work, they received an "F". 6 students completed all assignments, 2 students received an "A", 2 students received a "B", and 2 students received a "C".	Spending more with small groups of students improved the scores and pass rates of those who asked for help. I think this tactic seemed to interest the students who normally didn't ask for help, adding to overall student success.	Teaching method changes were made from the previous semester. I spent more time in small groups of students, going over issues with assignments that were common to those students.	
		SLO #3	Students will organize and communicate information and data in professional	7 students registered for the class. 1 student had attendance problems and did not complete the required class work,	Spending more with small groups of students improved the scores and	Teaching method changes were made from the previous semester. I spent more time in small groups of students,	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	business and academic documents	they received an "F". 6 students completed all assignments, 2 students received an "A", 2 students received a "B", and 2 students received a "C".	pass rates of those who asked for help. I think this tactic seemed to interest the students who normally didn't ask for help, adding to overall student success.	going over issues with assignments that were common to those students.	
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.	There were 27 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 1 of the students completed the assignment with a "D." 43 of the students did not complete the assignments and received a non-passing grade. 4 students did not complete the assignments 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.	I am reworking the assignments for the next semester. The assignments used the past times that the course was taught required the students to follow very specific directions in order to receive full credit. So much of PowerPoint is about learning how to be creative in a professional way. I will change the required exercises to ones in the textbook that are titled "On Your Own." They will be given general guidelines to follow, but will be allow to be creative in the presentations they build. I think this will encourage more creativity and also all	Recorded more videos for students to watch and chose one student example to share each week that showed the students the type of work I was looking for. It helped students to better understand how to complete the projects and they enjoyed being able to share their work with the class. (I removed names, but they still knew it was their work.)	
		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.	There were 27 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 1 of the students completed the assignment with a "D." 43 of the students did not complete the assignments and received a non-passing grade. 4 students did not complete the assignments 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.	I am reworking the assignments for the next semester. The assignments used the past times that the course was taught required the students to follow very specific directions in order to receive full credit. So much of PowerPoint is about learning how to be creative in a professional way. I will change the required exercises to ones in the textbook that are titled "On Your Own."	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 more videos for students to watch.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	There were 27 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 1 of the students completed the assignment with a "D." 43 of the students did not complete the assignments and received a non-passing grade. 4 students did not complete the assignments 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.	They will be given general guidelines to follow, but will be allow to be creative in the presentations they build. I think this will encourage more creativity and also all	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 more 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.	There were 27 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 1 of the students completed the assignment with a "D." 43 of the students did not complete the assignments and received a non-passing grade. 4 students did not complete the assignments 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. Continue to increase learning opportunities for all students. I realize there are different learning styles ~ visual, auditory, read-write, and kinesthetic ~ I plan to continue to offer opportunities for students to excel regardless of their learning style.	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. Continued to post videos for students to watch.	
	CBIS 60	SLO #1	Students will develop speed on the keyboard using touch typing techniques to become more efficient and employable	100% of the students in the class who completed and submitted their assignments were able to achieve their typing goals and received a "C" or better in the course.	Continuing to search for alternate textbooks for the course so the students are not required to purchase access to the publisher's website.	Made sure that students purchased the publishers typing website before the second week of the course. This assured students were not behind in required assignments.	
		SLO #2	Students will develop accuracy on the keyboard using touch typing techniques to produce error-free documents.	100% of the students in the class who completed and submitted their assignments were able to achieve their typing goals and received a "C" or better in the course.	Continuing to search for alternate textbooks for the course so the students are not required to purchase access to the publisher's website	Made sure that students purchased the publishers typing website before the second week of the course. This assured students were not behind in required assignments.	
		SLO #3	Students will enhance	100% of the students in the class who	Continuing to search for	Made sure that students purchased the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	proofreading and editing skills to produce accurate, error-free text.	completed and submitted their assignments were able to achieve their typing goals and received a "C" or better in the course.	alternate textbooks for the course so the students are not required to purchase access to the publisher's website.	publishers typing website before the second week of the course. This assured students were not behind in required assignments.	
	CBIS 61	SLO #1	Students will build an increased keyboard speed of 6 percent using touch typing techniques to become more efficient and employable.	Of the seven students in the class, 6 were able to increase their typing speed by a minimum of 6 percent while using touch typing techniques. One of the students did not complete the required exercises for the course and as a result, his typing speed did not improve.	Only one student was not able to increase his typing speed. I feel this was because the student neglected to do what was required of him during the course. I don't believe that changes need to be made to the structure of the course.	Offered more opportunities for students to practice typing.	
		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 seven students in class, six were able to leave the class with a good understanding of how to apply capitalization, commas, punctuation, and grammar correctly. These same seven students also were able to develop and improve their spelling skills	Only one student was not able to improve his grammar and spelling during the course. I feel this was because the student neglected to do what was required of him during the course. I don't believe that changes need to be made to the structure of the course.	Continued to give students constructive comments on the assignments they submitted. Encouraged students to submit work of academic quality instead of papers written as if they were texting a friend.	
		SLO #3	Students will format business and academic reports, business letters, envelopes, memos, and tables.	Of the seven students in class, six were able to leave the class with a good understanding of how to format business and academic reports and business letters. I was actually pleased with the work they produced.	I will continue 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.	I gave student more opportunities to create these types of documents.	
	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	Quiz 3 is a basic stoichiometry quiz with one problem with multiple parts for partial credit opportunities. 63 out of 75 students took this quiz. The overall average score was 12.9 out of 15, or 86%, with 44 students obtaining a perfect score. Although a score of 10 out of 15 is not considered a good percentage, 10 points earned shows that there was an understanding of the principle, and that	The above data indicates that many students are understanding the general principles of chemistry, including one of the most difficult topics- stoichiometry. The fact that there was only one quiz with a score of zero, indicates that all but one of	As mentioned in the previous semester's assessment, the SLOs have been changed. When the course was revised, one suggestion was to simplify the SLOs and eliminate the a, b, c subsets. The new SLOs are being used for this submission. The main ideas of the previous SLOs haven't been changed significantly, they have just been streamlined. The results from the last	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	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	silly errors were made with the mathematical set up of the problem, or with obtaining the values used in the set up. 10 students earned fewer than 10 points, which is a lower number than I would have expected with a concept as difficult as stoichiometry.	the students that took this quiz were able to contribute some knowledge in answering the question. The fact that 53 out of 63 students were able to score a minimum of 10 points on this quiz shows that this particular SLO has been achieved, and there are no major plans to change the way these concepts and problems are taught, however, more group work on worksheets may improve this number for next semester.	semester differ due to the fact that last semester an assignment was used for one subset and test questions were used for another. This semester, a quiz is being used for this assessment. The results from the quiz this semester can be compared to the results from the test questions last semester, and seem to be very similar and for the same reasons. The more mathematically advanced students excel in stoichiometry, while the students that struggle in math will be able to demonstrate an elementary understanding of the concept, but will often not obtain full credit for the quiz without a tighter grasp of the mathematics.	
				The average correct response to 4 questions specific to this SLO was 65%.	The above data shows a slight increase in understanding and comprehension of the material. Unlike last semester where very few took the final exam, all but a few students took the final exam. It is unclear what changes in pedagogy could be made at this time. I believe that having the students practice taking chemistry exams may be the main change that should be made.	The above data shows a 2.5% increase from previous assessment results.	
		SLO #2	(a) students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards	The average laboratory score relevant to the two SLOs was 90% including all students, 94% excluding students who stopped attending.	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 3% decrease in attendance and completion of labs. However, when analyzing	The above data shows a 3% decrease overall but 1% increase excluding students who stopped attending from previous assessment results.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	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 90% including all students, 94% excluding students who stopped attending.	the individual data, a 1% increase can be shown by excluding students who stopped attending the course after the census date. No changes in pedagogy are planned for next semester.	The above data shows a 3% decrease overall but 1% increase excluding students who stopped attending from previous assessment results.	
				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. Quiz 3 tests the students' understanding of lab rules, expectations and procedures that were discussed in this first meeting. The results on this quiz are generally high and this semester is no exception. 74 of 75 students completed this quiz with an overall average of 14.3 out of 15 points. 58 students had perfect scores, 15 students scored 12 points out of 15, and only one scored 9 points, which was the lowest score anyone earned. 98.6% of the students clearly met and exceeded this objective, which is to score a minimum of 80% on the quiz. Only one student did not meet this standard.	The above data indicates that the students pay very close attention when the class discussion involves their safety and well-being, which is evident in the scores, as well as their demeanor in lab. Safety is paramount, and is something I instill in them from the first day they step into my lab until the last. The numbers here are consistently high, and no change is necessary for this SLO.	The SLOs were changed, as discussed on the previous page. However, this particular assessment was not changed. The safety quiz has consistently been the method of assessing this particular SLO, and has been useful for this purpose. These scores are high for this assessment due to the fact that the students that the CHEM 1 tend to be significantly more interested in what happens in lab than in the class, and are particularly interested in their safety.	
		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;	Lab exercise 9 is a project where the students have to use computers to graph laboratory data and then they have to use the graphs to obtain information. They are given a list of each part needed for a complete graph. 67 out of 75 students completed this project, 60 of which earned a perfect score. (One student lost one point for not putting their name on their paper, but the graphing portion of the report was perfect.) 6 students	This is another assessment that has consistently high scores and does not need to be changed. Students perform well on this particular task, and it teaches them a skill that is extremely useful for other experiments in my class as well as other classes where graphical analysis of data is	The wording of the SLO has been changed since the last assessment, as stated previously, but the idea is the same, and the way it is assessed is the same as well. The previous semester's assessment showed high scores on this particular SLO, as it is a lab assignment. Students have access to their lab books, the internet, each other, and the instructor, so high marks are expected. The only change made since the last	

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		SLO #3	students will complete legible and complete laboratory reports.	received 15 out of 20 points for not following the directions that were on the board. They were to graph the data, using appropriate range on both the X and Y axes, both axes were to be labeled with units, there was to be an appropriate title for the graph, and there needed to be a footer on the right hand side of the graph with their full name and lab day. Lost points were due to graphs not meeting all criteria mentioned above. The graphs were then used to extrapolate information based on the data, and the students all either knew how to do this before the exercise and performed it correctly, or learned it while in lab and did it correctly. This is a useful exercise as it enforces the use of computers in the laboratory, as well as familiarizes students with MS excel for graphing. Many students come into class having only ever graphed by hand, and are scared of using computers to graph because they don't know how. After this exercise, the students learn how much easier it is to graph by computer, and how much more accurate the graphs are for the purpose of extrapolating information.	necessary.	assessment has been that the students use the skills they learn in this exercise to graph data for another experiment that they perform later in the semester. This shows how the skill is useful outside of the one exercise where it is learned, and gives them another opportunity to practice using computers for graphing data.	
				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% change from previous assessment results.	
	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 development using standards research methodologies.	Writing Paper – Nature vs. Nurture – 15 students submitted the assignment. 15/15 = 100% of the students successfully completed this assignment with a “C” or higher, 1 student 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 a slight crease of 1% student success from when the course was previously taught. 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 – 15 students submitted the assignment. 15/15 = 100% of the students successfully completed this assignment with a “C” or	I work closely with the students however, I provide feedback to the students on all	The student success stayed the same from when the course was previously taught live. The rubric was altered slightly to incorporate the theorists and	

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				higher, 1 student failed to submit the assignment.	assignments, when students aren't successful with the assignment(s) I allow them to resubmit with corrections for possible addition in points. However, I have students who choose not to resubmit their work. I also 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.	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 – 39 students submitted the assignment. 34/39 = 87% of the students successfully completed this assignment with a "C" or higher, 5/39 or 13% of the students failed to follow the rubric. They were encouraged to review and resubmit making the appropriate changes but failed to do so. There were 5 students who chose not to submit the assignment and were not included in the above data so as not to skew the data.	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. I offer the students who receive a failing grade to improve on their assignment and resubmit for potential points.	There was a decrease of 4% student success for this assessment method from when the course was previously taught online this semester. This assignment assessment method supports the theorists and belief of how nature and nurture influence the development of the child.	
		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 16 students who submitted this assignment. 16/16 = 100% of the students were successful with this assignment earning a "C" or higher.	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.	

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		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 16 students who submitted this assignment. 16/16 = 100% of the students were successful with this assignment earning a "C" or higher.		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 16 students who submitted this assignment. 16/16 = 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 no change 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 44/44 = 100% of the students who submit the assignment for this assessment method of the SLO earning a "C" or higher.	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.	
		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 – 14 students submitted this assignment. 12/14 or 86% of the students successfully completed this assignment with a "C" or higher, 2/14 = 14% of the students weren't successful due to not following the rubric that was provided. There were 2 students who failed to submit the assignment and were not configured in the data so as not to skew the success of the others.	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.	There was a 12% decrease in student success as compared to when this was previously taught live. 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 2 students who failed to submit the assignment. I allowed for two students to re-write their observation paper increasing their	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.	<p>Observation paper of a classroom – 14 students submitted this assignment. 12/14 or 86% of the students successfully completed this assignment with a “C” or higher, 2/14 = 14% of the students weren’t successful due to not following the rubric that was provided. There were 2 students who failed to submit the assignment and were not configured in the data so as not to skew the success of the others.</p> <p>Observation paper of a classroom – 14 students submitted this assignment. 12/14 or 86% of the students successfully completed this assignment with a “C” or higher, 2/14 or 14% weren’t as successful due to not following the rubric. 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>	<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> <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>	<p>points earned but they chose not to resubmit.</p> <p>There was a 14% decrease in student success as compared to the last time this was taught live. 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 2 students who failed to submit the assignment. I allowed two of the students to re-write their observation paper increasing their points earned but they chose not to resubmit. I allowed one student to submit the paper late to assist with his success in the class.</p>	
				<p>Observation paper of a classroom – 40 students submitted this assignment. 37/40 or 93% of the students successfully completed this assignment with a “C” or higher, 3/4 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</p>	<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</p>	<p>There was no change 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 4 students who failed to submit the assignment. I</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				the opportunity. 4 students failed to submit the assignment and were not configured in the data so as not to skew the success of the others.	students who participate online are from all over the state. In reading responses from students who have completed this assignment they share that through observing the children in the classroom they are actually able to see the theories first hand and how it helps put the theorists into perspective of what they are learning.	allowed 3 of the 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 families within the community.	36/37 or 97% of the students were successful with completion of this assignment earning a "C" or higher, there was 1/37 = 3% who failed to follow the guidelines for this assignment. There were 8 students who chose not to submit the assignment.	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This was a great class with excellent student participation. There was a 5% increase in student success on this assignment supporting this SLO	There were no changes made except reminders on the assignment. There was a 5% increase in student success.	
				Community Organization: 85% of the students were successful in completing this assignment with a "C" or better, 15% 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 its subject matter. The rubric is a great tool for the students to follow. Early alert was utilized which did help.* *Copy of Word Doc is		

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				Community Organization: 85% of the students were successful in completing this assignment with a "C" or better, 15% of the students didn't turn in the assignment.	blurry; text could be incorrect.		
		SLO #2	Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and communities.	34/45 = 76% of the students were successful in submitting their journals reflective of the SLO receiving a "C" or higher and 11/45 = 24% didn't submit all journals or lacked in substance 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. There was a 13% decrease in student success due to not following guidelines.	
				Class Project: 85% of the students were successful in this assignment receiving a "C" or better, 15% of the students failed due to non-participation.	The students were encouraged with this type of project as it helped them to see what can be done if they want to have changes take place in their community. Even though it was a "pretend" performance, there was quite a bit of reality that actually took place. I really liked this approach to learning as it was more project based and there was quite a bit of creativity that took place. I would like to continue with this and add more topics to the project. Students had fun and at the end of the semester, the students spoke how this was one of the projects that they liked the best.*		
					*Word Doc is blurry; text		

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				Class Project: 85% of the students were successful in this assignment receiving a "C" or better, 15% of the students failed due to non-participation.	might be incorrect.		
		SLO #3	Analyze and critique strategies that support and empower families through 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.	43/43 = 100% of the students were successful in completing this assignment and earning a "C" or higher, there were 2 students who failed to submit the assignment used to assess this SLO.	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This was a great class with excellent student participation. The students worked hard on their assignments and getting them submitted.	There were no changes made however, there was an increase in student success from the previous class. The difference being that the students who submitted this assignment and followed the rubric that was provided were successful.	
				Advocacy Letter: 92% of the students were successful in completing this assignment with a "C" or better. 8% did not complete the assignment. Many students received responses to their advocacy letter which encourage the students.	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. When students received a response to their letter, the students would discuss further the needs or changes that they would like to see.*		
					*Word Doc is blurry; text		

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				Advocacy Letter: 92% of the students were successful in completing this assignment with a "C" or better. 8% did not complete the assignment. Many students received responses to their advocacy letter which encourage the students.			
	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.	Out of the 42 students 6 did not submit this assignment. Of the 36 students who did complete this assignment 86% received a "C" or better. This is a 5% increase from the 2015 class. No students received a "A" on this assignment in 2015 and 7 students (19%) did receive an "A" this time.	The papers overall displayed a better coverage of the sequence and stages of play. Some paper did not display a good coverage of the concepts of play. I will continue to find additional readings that will assist the students to obtain more knowledge of the concept of play.	I provided additional readings and made some adjustments to the rubric.	
		SLO #2	Evaluate the teachers' role in providing best and promising practices in early childhood programs.	Out of 42 students three students did not take the final. Although there were more students in the class this semester the percentage (93%) that took the final was high and was very close to the percentage (100%) from the 2015 class. The responses to the essay portion of the final was much better this semester.	Will not make any changes to how the final was conducted	Use Final to assess this SLO rather than the discussions.	
		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 42 students, only two students did not submit their CAG assignments. Of the 40 students who did complete the assignment 83% students submitted all three CAG assignments. 10% completed 2 assignments and 8% completed only one assignment.	There was a 19% increase in the number of students that completed this assignment (there were 3 times more students in this semester class compared to the 2015 class).	No real changes made from pervious semester.	
	CHLD 12A	SLO #1	Investigate, select, and develop a portfolio of developmentally age appropriate activities for young children that include literature, finger plays,	Portfolio Assignment – 82% successfully completed this assignment with a "C" or better. 18% of the students failed to submit the assignment or did not follow the rubric.	To work closely with the students and early alert for the students to meet with success. Review assignments and stress that participation of all	I reiterated the importance of submitting work. I met with students who needed extra guidance and showed students what was expected of them.	

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	CHLD 12A	SLO #1	puppetry, poems and creative activities.	Portfolio Assignment – 82% successfully completed this assignment with a “C” or better. 18% of the students failed to submit the assignment or did not follow the rubric.	assignments are necessary for understanding of subject matter.	I reiterated the importance of submitting work. I met with students who needed extra guidance and showed students what was expected of them.	
		SLO #2	Compare and contrast teacher directed and child directed activities.	76% of the students successfully completed the assignment with a “C” or better. 24% failed to submit the assignment.	I will continue to use the rubric as it affects the learning that takes place. This course was taught online but I did reach out to students with phone calls and emails letting the students know that I can help in any way. The students receiving poor grades failed to turn in the assignment. To work closer with the students and early alert for the students to meet with success. Stress the importance of submitting work as assignments are necessary for full understanding of whole child.	The rubric continues to be a great tool as the expectations of the assignment were emphasized. There were students who did not turn in the assignment.	
		SLO #3	Assess and compare a classroom environment and reflect on the incorporation of any anti-bias curriculum and approach towards bilingual/bicultural children.	82% successfully completed this assignment with a “C” or better. 18% of the students failed to submit the assignment or did not follow the rubric.	Work closer with the students and early alert for the students to meet with success. Stress the importance of submitting work as assignments are necessary for full understanding of whole child.	The rubric provides clear expectations of the assignment. The students who were not successful didn’t follow the rubric guideline that was provided for this assignment and / or did not complete the assignment. I need to emphasize the importance of following the rubric.	
	CHLD 14	SLO #1	Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.	There were 8 discussion questions used to assess this SLO – 2/2 = 100% were successful with this earning a “C” or higher.	The students did well with the discussion questions sharing the information they have learned through reading the chapters in the book. At this time I don’t have any plans to make any changes.	This is the first time I have taught this course and it was taught as an independent study with 2 students enrolled.	
		SLO #2	Analyze the nutritional needs of children at various	This course was an independent study and ½ = 50% of the students was successful	I provided the 1 student who wasn’t as successful	This is the first time I have taught this course and it was taught as an	

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		SLO #2	developmental stages and evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers, and families.	with this assignment. ½ = 50% failed to follow the rubric so wasn't as successful.	the opportunity to resubmit for additional points but the student chose not to do so. At this time I don't have any plans to make any changes.	independent study with 2 students enrolled.	
		SLO #3	Identify and distinguish aspects of quality in programs for young children as related to health, safety, environmental risks and acknowledge the value of collaboration with families and the community.	This course was an independent study and ½ = 50% of the students was successful with this assignment. ½ = 50% failed to follow the rubric so wasn't as successful.	I provided the 1 student who wasn't as successful the opportunity to resubmit for additional points but the student chose not to do so. At this time I don't have any plans to make changes.	This is the first time I have taught this course and it was taught as an independent study with 2 students enrolled.	
	CHLD 15	SLO #1A	Assess children and caregivers behavior(s) in terms of temperament and their responsive behavior through the three A's of child care - attention, approval and attunement process.	30 students completed the assignment, 22 students received an 80% or better. The other 8 students did not provide enough research, did not demonstrate clear understanding, response was not written in proper essay format, and/or did not include references.	Continue to add this to journal questions.	Made a question just for this topic because of its importance in the class and follow assignments.	
		SLO #2	Evaluate the teachers/caregivers in providing a safe, healthy, and nurturing environment for infants and toddlers.	25 students completed the assignment, 21 of the students received an 80% or better. The other 4 students did not provide enough research and/or did not follow format guidelines.	Continue to include this assignment.		
		SLO #3	Compare history, theories, and current research in the field of child development and early childhood education and its impact on infants and toddlers.	29 students completed this assignment. 26 students completed the assignment with an 80% or higher. The 3 students who scored below did not follow proper guidelines and/or did not include enough research.	Continue to ask questions that include theories and history of ECE.		
	CHLD 17A	SLO #1.1	Define the creative process and implement it in the classroom.	There were 5 observations as part of the project, including creating lesson plans, implementation of the plans and summary of each observation. 73 % of the class received a "C" or better, 04 % of the class received a "D" and 23 % failed the assignment. Portfolio paper was done on the observations that were completed: 90 % of the class received a "C" or better, with 10% failed the assignment (This was due to these students not submitting a	The findings show that the majority of the class was able to define the creative process and implement it in the classroom. Continue to use and express the value of the rubric when completing the summary, the use of the template for the lesson plan and the use of the	The use of DAP was used more prominently expressed in this semester and students. Attendance and completion of the assignments are always difficult to achieve. More contact was made with students in the participation of the observation and assistance with the assignment. The discussion boards helped support and reflect the observations.	

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	CHLD 17A	SLO #1.1	Define the creative process and implement it in the classroom.	portfolio). The overall result of the assignment for this SLO was 86% of students passing the assignment.	information given on DAP. Continue to support the observations through the lesson plan, quizzes and discussion boards as a whole.	The use of DAP was used more prominently expressed in this semester and students. Attendance and completion of the assignments are always difficult to achieve. More contact was made with students in the participation of the observation and assistance with the assignment. The discussion boards helped support and reflect the observations.	
		SLO #2.1	Describe the role that creative arts play in a child's growth and development.	There were 5 observations as part of the project, including creating lesson plans, implementation of the plans and summary of each observation. 73 % of the class received a "C" or better, 04 % of the class received a "D" and 23 % failed the assignment. Portfolio paper was done on the observations that were completed: 90 % of the class received a "C" or better, with 10% failed the assignment (This was due to these students not submitting a portfolio). The overall result of the assignment for this SLO was 86% of students passing the assignment.	The majority of the class was able to describe the role that creative arts play in a child's growth and development. I plan to continue to use and express the value of the rubric when completing the summary, the use of the template for the lesson plan and the use of the information given on DAP. Continue to support the observations through the lesson plan, quizzes and discussion boards as a whole. Describe the role that creative arts play in a child's growth and development.	The use of DAP was used more prominently expressed in this semester and students. Attendance and completion of the assignments are always difficult to achieve. More contact was made with students in the participation of the observation and assistance with the assignment. The discussion boards helped support and reflect the observations.	
		SLO #3.1	Plan and implement child-centered activities for music, movement, visual arts, and dramatic play.	There were 5 observations as part of the project, including creating lesson plans, implementation of the plans and summary of each observation. 73 % of the class received a "C" or better, 04 % of the class received a "D" and 23 % failed the assignment. Portfolio paper was done on the observations that were completed: 90 % of the class received a "C" or better, with 10% failed the assignment (This was due to these students not submitting a portfolio). The overall result of the assignment for this SLO was 86% of students passing the assignment.	The majority of the students were able to create and implement the lesson plans from the example in class given. Many students reflected the fact that the lesson plans helped them have a "hands on feel" to lesson plan design and implementation. Continue to use and support this activity.	Emphasized the importance of play and had students implement the play component within the observation paper.	
		SLO #4.1	Assess child-centered	There were 5 observations as part of the	Through the activities and	Emphasized the importance of play and	

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		SLO #4.1	activities for music, movement, visual arts, and dramatic play.	project, including creating lesson plans, implementation of the plans and summary of each observation. 73 % of the class received a "C" or better, 04 % of the class received a "D" and 23 % failed the assignment. Portfolio paper was done on the observations that were completed: 90 % of the class received a "C" or better, with 10% failed the assignment (This was due to these students not submitting a portfolio). The overall result of the assignment for this SLO was 86% of students passing the assignment.	work, the students were able to assess child-centered activities for music, movement, visual arts, and dramatic play by using DAP, and the theories they learned as well as the implementation of the lesson plan. The majority of the students did well with this assignment and the portfolio will be an intricate part of the future assignments.	DAP in conjunction with the observations. Made sure students were able to assess themselves through the use of the portfolio paper that was a collection of their observations.	
	CHLD 19C	SLO #1	Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners	8/8 = 100% of the students completed these assignments with a "C" or higher Part I, Part II, and Part III, There was an increase of students success this semester from the previous time this course was taught.	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. The students were required to identify 3 concepts that they will use in the workplace after reflecting on the various scenarios.	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 diverse adult populations.	7/7 = 100% of the students who completed this assessment method were successful with a "C" or higher. 1 student failed to submit the assignment.	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 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.	8/8 = 100% of the students who submitted this assessment method completed with a "C" or higher.	I made slight changes to the assignment and tweaked the rubric used to provide additional clarity that it's a two-part evaluation that consist of	There was some confusion as to the personnel evaluations and the environment evaluations from the previous time this course was taught – I clarified not only in the assignment but in the rubric the distinction between the	

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		SLO #3	Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.	8/8 = 100% of the students who submitted this assessment method completed with a "C" or higher.	personnel evaluations and environment evaluations. This appeared to have worked for the students.	two.	
	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 – 89% of the students successfully completed this assignment with a "C" or better. 11 % failed to complete the assignment.	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. 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 characteristics.	84 % of the students successfully completed this assignment with a "C" or better. 16 % 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.	I will continue to use the rubric as it provides clear expectations of the assignment. Use early alert so students are successful. I was able to show a video to the students which made the assignment clear also there were in-depth discussions in the classroom.	
		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 within play-based environments, curriculum and care routines for typically and atypically developing children.	95% of the students were successful with this assignment completing it with a "C" or better. 5 % of the students did not complete the assignment. Also students were required to submit proof of hours from the school site which was 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.	This assignment was successful and it gave a clear understanding of the work that was needed. Students are required to document hours that are needed for assessments.	
	CHLD 30	SLO #1	Analyze and critique creative activities and literature developmentally age appropriate for young children.	There are 26 students in the class and 58% of the students complete all the age group reviews; 23% completed 2 of the age group reviews and 19% completed one of the age group reviews.	There were a few glitches with the class site this semester, and I will review the site before the class beginnings the next time I teach the class. I did receive several messages from students concerning this assignment. Based on	This is the first time teaching this class.	

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	CHLD 30	SLO #1	Analyze and critique creative activities and literature developmentally age appropriate for young children.	There are 26 students in the class and 58% of the students complete all the age group reviews; 23% completed 2 of the age group reviews and 19% completed one of the age group reviews.	these messages I know there are some additional instructions needed to be added to the syllabus and the course schedule.	This is the first time teaching this class.	
		SLO #2	Assess and articulate the continuum of language development.	There were 26 students in the class and 65% of the class submitted their paper. Of the 65% of the students who did complete this assignment 35% (6) received a B; 24% received a "C" and 6% received a "D". Although there was a rubric most the students did not review or follow it when they were composing their paper. The syllabus also contained guidelines for completing and submitting the paper which most students did not follow.	I will now require students to read through the suggested websites (listed in the syllabus) for writing so they will gain a better view of APA style. The sample APA paper that was provided will also become required reading. The rubric and instructions in the syllabus did not clash and did support each other. I will re-read the rubric to see if any additional clarification is needed before using it again.	This is the first time teaching this class	
		SLO #3	Understand a culturally and linguistically appropriate learning environment.	There were 26 students in the class and 38% of the class did submit this assignment. 63% of the students that completed this assignment received a "D" or "F". With over 50% of the class not passing this assignment I asked Ms. Olson's office to remove the assignment.	Although there was a rubric for this assignment and the instructions were listed on the course schedule it is evident that more than 50% of the class did not review or follow the directions. Since reading through the syllabus is a requirement I will also list the instructions in the syllabus. I will re-read the rubric to see if any additional clarification is needed before using it again.	This is the first time I taught this class	
	CHLD 49	SLO #1 (Nunes-Gill)	Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and	There were 8 discussion questions used to assess this SLO	This is a capstone course that allows for students the opportunity to demonstrate the knowledge they have acquired in other courses	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	

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	CHLD 49	SLO #1 (Nunes-Gill)	developmentally sound practice	There were 8 discussion questions used to assess this SLO	<p>in the classroom environment under the supervision of their mentor.</p> <p>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.</p>	interactions etc.	
		SLO #2 (Nunes-Gill)	Analyze the nutritional needs of children at various developmental stages and evaluate regulations, standards, policies, and procedures related to health, safety, and nutrition in support of young children, teachers, and families.	<p>Curriculum / Lesson Planning – students create specific activities and introduce them to the children, these activities are included in the lesson plan that they develop and implement during their teacher in charge week.</p> <p>Student Success – Of the 8 students – 8/8 = 100% were successful in completing their curriculum / lesson planning and their teacher in charge week. 1 student didn't submit</p>	<p>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.</p>	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 (Nunes-Gill)	Identify and distinguish aspects of quality in programs for young children as related to health, safety, environmental risks and acknowledge the value of collaboration with families and the community.	Nothing indicated on Word Doc	Nothing indicated on Word Doc	This is the first time I have taught this class and it was taught as an independent study class with 2 students enrolled.	
	COMM 160	SLO #1	Students will demonstrate competence using the Four	Fifty two (52) students fully understood the Problem Solving through the Four (4)	The data indicates that for the majority of students,	The number of practice tests remained unchanged but there were more daily	

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	COMM 160	SLO #1	(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.	<p>Step Process. Twelve (12) students developed their skills to increase their scores from 0 - +9 points which would equal 80% effectiveness. Another twelve (12) students demonstrated 90% effectiveness and another twenty eight (28) students demonstrated a 91% - 100% in their testing. All students improved with forty three (43) students or 83% attaining a score of 110 points or greater on the AFCT Test.</p> <p>*Please Note The U. S. Army considers a soldier to be successful in class with a +8 -+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.</p>	and in most respects all the students, a continuation of current practice is indicated.	quizzes given to keep what was learned in previous chapters as part of the learning curve for the soldiers throughout the intense three(3) week course. This increase of quizzes (3 more) as well as previous semester changes continued to increase 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 two (52) students fully understood the approaches to learning vocabulary. Twelve (12) students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another twelve (12) students demonstrated 90% effectiveness and another twenty eight (28) students demonstrated a 91% - 100% in their vocabulary/word knowledge testing. All students improved with forty three (43) students or 80% attaining the 110 points 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 proficiency.	All students improved in understanding paragraph comprehension through the use of identifying the difference between stated, non-stated, implied and reference questions involving what the paragraph and accompanying questions asked for.	No changes planned.	There were no changes as students demonstrated a knowledge as to how to differentiate the different types of questions to the paragraphs that they were reading.	
	COSM 50A	SLO #1A	Student will perform the Board of Cosmetology	Students completed chapter reviews, exams, and performance skill required by	Establish motivational conditions for learners by		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	COSM 50A	SLO #1A	approved safety and general disinfection/sanitation 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.	Board of Cosmetology competencies - 90% of student successfully completed the required coursework with a "C" or better - classroom enrollment of 17 students: A=2, B=6, C=8, D=1	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.		
		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.	Students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 10 students: “A “ (2) “ B” (6) “C” (8) “D” (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	Students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 10 students: “A “ (2) “ B” (6) “C” (8) “D”(8)	Develop a systematic process that assists beginning learners to mimic skills and that are mandated by	Practical demonstrations	
	COSM 50B	SLO #1 (A)	Student will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and fundamental skills of haircutting by mastering cutting tools creating design style effects.	COSM 50B 13 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 learner’s technical skills that will make them successful cosmetology professionals.	Students will be informed concerning their learning progress. Remediation will be provided for students not achieving the intended learning.	
		SLO #2 (Thompson)	Methods of assessments will be class performances exams, written homework, objective examination, class projects, and class performances in practical application in correct shampoo service, and proper use of thermal tools for texture hair. Recognize	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Thompson)	disorders of the scalp and hair. Students will demonstrate proficiency in manipulations for shampooing, hair design and thermal iron technique procedure as outline from the Board of Barbering and Cosmetology Performance Criteria for licensing.	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	Student will be able to communicate factors relevant in a successful client consultation.	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.	Cosmo 50C Spring 2016 Chapter reviews, performance skill checklist of Board of cosmetology mandated competencies, and exams-	There will be minimal changes in pedagogy for the next semester, the success of the learner in this coursework is an indication of the effectiveness of the instructional tools used.	No Changes made from this assessment period. Faculty will continue to provide the various types of projects that will focus on problem-solving situations that students will encounter in real-world circumstances. Encourage active participation of students in all phases of their projects.	
		SLO #2	Students will analyze and interpret hair 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.	There are ten students passed with a C or better.	Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes. Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs and safety.	No Changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the workplace.	
		SLO #3	Students will successfully	Ten Students 100% passed with a C or	Collect currency in beauty	No changes made from this assessment	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	determine their client's hair coloring needs using salon terminology, and to communicate with diplomatically with clients using customer service skills.	better.	industry updates, regulations, and technological resources to support the student learning outcomes. Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs are safely	period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the workplace.	
	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.	Students enrolled in the course. Exams and quizzes are implemented detailing nail technology. The student enrolled successfully completed the required coursework with "C" grade or better. *A = 11 B = 1 C = 1 D = 0 F = 0	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.	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, foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria for licensing.	Students enrolled in the course. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. Thirteen student enrolled successfully completed the required coursework with a "C" grade or better	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 of learning and use rubrics as the gauge for learners to understand the measurement of each performance assignment. Encourage learners to engage in performance	Retention results are 100% my success rate is 100%	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	The students will demonstrate knowledge and prepare a manicure table preparation, basic manicure, pedicure, hand, arm, foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria for licensing.	Students enrolled in the course. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. Thirteen student enrolled successfully completed the required coursework with a "C" grade or better	assessment for success in the coursework.	Retention results are 100% my success rate is 100%	
		SLO #3	Students will illustrate understanding and competency in Acrylic (Methacrylate) nail application.	None indicated	None indicated.	There are 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.	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 20 students; 100% of them successfully completed the class. A=11- B=4 –C=5	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=20 All passed but some scores were lower than others.	We will encourage and reinforce what they've learned, We 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. We gave handouts and kept them busy.		
	SLO #3	The student will orally explain the elements involved in client consultation.	100% A = 20	We will continue to do hands on with the students. Make sure they have full understanding of their operations they need to perform on the practical and the written part of the	Immediately after assessing I gave them a paper telling why and what they did wrong so there were no discrepancies. We will continue to assess individually. Much more accurate.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	The student will orally explain the elements involved in client consultation.	100% A = 20	examination to pass there 51B Class here at BCC and what they need to pass their State Board Exams practical and written.	Immediately after assessing I gave them a paper telling why and what they did wrong so there were no discrepancies. We will 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.	<p>Career portfolio is the capstone assignment of collective documents to showcase learner's accomplishments, skills, abilities. Cosmetology Career portfolio-as 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. The value of the career portfolio:</p> <ul style="list-style-type: none"> • Show samples of you work to the employer, a demonstration of your hands-on abilities gained from coursework and projects. • Help you visually add to your interview answers. Provides an impressive method of showcasing your accomplishments, training and experiences. Eighteen students were enrolled in this course, eighteen students successfully completed the required coursework with "C" grade or better. The results are eighteen 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.	Eighteen 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.	<p>Writing employment documents – "resume and cover letter"</p> <ul style="list-style-type: none"> • Summarizing qualifications and accomplishments • Design effective employment tools • Outlining developed skills • Marketing personal and professional strengths <p>The resume and cover letter activity was successful and completed by Eighteen students, which is an effective</p>	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	The changes made from previous assessments contributed to effective resume and cover letter writing. The changes included writing practice worksheets for students to use to practice writing. On these worksheets, students learn to improve their writing by finishing the story, responding to questions, writing for practical situations, arguing a position, and writing creatively. Students constructed resumes and cover letters developing	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	employment tools. The results of eighteen students successfully completing the course reflected 100% success rate.	improve the cosmetology program.	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 captivate their audience and persuade them to purchase services. Students create marketing strategies to build client services and maintain a client base. All students completed their homework assignments, projects and activities. Test scores were above average, which attributed to the successful passing of all learners (ten A; six B; two C). The eighteen 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 develop assessment plans and use the information to affirm or improve the cosmetology program.	The students achieved high grades due to their self-direction in the course work. The students developed verbal and written communication skill, A) speak intelligently with confidence, B) listen with discernment, and C) be computer literate. There are no changes scheduled for this course, but faculty will 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	The scope of the National Cosmetology Practical Examination includes (8) core domain services. These core domain subject-matters are based on national job	The faculty will continue to provide quality instruction and implement changes to improve the teaching and	Integrating student peer involvement in evaluation process has given good results. Tests are evaluated by faculty and students for collaboration for	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	COSM 52	SLO #1	operations to pass the Board of Barbering and Cosmetology Licensing state exams.	analysis; demonstrated as weekly assessment to ensure competencies are learned. Students must pass the methods course with a C or better. Five students are enrolled in the course and four of them successfully completed the coursework with a "C" grade or better. There was one student who received a D, due to a family illness and not completing her assignments. This represented 80% success rate in the course and retention.	learning culture to create a positive impact for students. Involving student peer collaboration in process has proven good results in the learning process. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success.	improvement. Student performs cosmetology procedures during weekly exams, is evaluated by faculty and feedback is given to ensure skill is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.	
		SLO #2A	Upon completion of this course student will have knowledge of cosmetology theoretical principles, rules & regulations, and Performance Criteria to pass a Board of Barbering and Cosmetology licensing state examination.	The National Cosmetology examination is the national licensure examination for Cosmetology, administering a replication of this examination prepares the prospective candidates for licensing. This formative method of assessments summarizes the competencies students have learned at the conclusion of an instructional segment. Five students are enrolled in the course and four successfully completed the coursework with a "C" grade or better. One student received a D grade due to missing quizzes. This represented 80% success rate in the course and retention.	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. The pass rate for students continue to be over 80% for cosmetology licensing.	The State Board Resource Center has recently provided additional testing tools that further enhance student's ability to pass their written examination. Updated testing tools have been beneficial to student successfully passing and licensing.	
		SLO #3A	Upon completion of this course students will have learned theory, manipulative and analytical skills to obtain receipt of licensure, thus, employment in entry-level positions in cosmetology or a related career field.	Practical examinations are replicated from the National Interstate Council of Board of Cosmetology, (NIC). 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. Five students are enrolled in the course and four successfully completed the coursework with a "C" grade or better. One student did not complete the	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.	Continuing with assessment methods has provided 80% success rate in student licensing. The results has delivered positive student outcomes synchronous with Barstow College requirements.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A	Upon completion of this course students will have learned theory, manipulative and analytical skills to obtain receipt of licensure, thus, employment in entry-level positions in cosmetology or a related career field.	electronic practice examinations which contributed to her D grade. This represented 80% success rate in the course and retention.	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.	Continuing with assessment methods has provided 80% success rate in student licensing. The results has delivered positive student outcomes synchronous with Barstow College requirements.	
	CSIS 1	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, 22 out of 22 (100%) students successfully demonstrated understanding of SLO #2. There were three (3) active students didn't perform this lab project.	Students will be instructed on the importance of understanding the topic behind SLO #2, attend classes and faithfully and carefully follow the lab instructions.	Great emphasis was exerted on SLO #2. Students were instructed on the importance of "understanding of basic concepts of Windows and its directory structure, and be able to use Windows commands". Students were instructed on the importance of attending classes, and carefully follow the lab instructions was working.	
				Based on the final exam results, 19 out of 20 (95%) students successfully demonstrated understanding of SLO #1; 1 out of 20 failed to understand SLO #1. There were five (5) active students didn't take the final exam.	Continue to emphasize the importance of reading and understanding the topic behind SLO #1, attend classes, and faithfully read the text book.	Students were encouraged to study and understand the "Basic concepts of Windows and its directory structure, and be able to use Windows commands." It did work, as the success rate was only 80%.	
		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, 20 out of 20 (100%) students successfully demonstrated understanding of SLO #3. There were five (5) active students didn't take the final exam	Even though the success rate is 100%, students will continue to be reminded of the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book.	Students were encouraged to study and understand the "Show a basic understanding of computer programming; and how to create, compile, and execute a computer program using a high-level programming language". It did work, as the success rate was only 74%.	
	ECON 1	SLO #1	Application of trade Theory through case studies.	26 passed, 2 failed, quiz 1	Students asked me to continue to share my practical experiences and how they apply to text book theory. I will encourage students to present and discuss economic/business articles for class participation.	Failing students were provided suggestions for improved study habits. All 28 students passed final class with C or better.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (1)	<p>#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.</p> <p>Core Competency: Communication and Critical Thinking and Global Awareness and Personal/Professional Development</p> <p>Assessment Methods: Project or Presentation, Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions.</p>	From Moodle Grade book	<p>I added 5 add students, one problem is that ECON 1 and 2 are Comprehensive courses requiring a lot of work. I received an email suggesting us not to add too many students. One thing to help is only allow 5 add on numbers. I usually have 15 to 20 students on my wait list and 10 always want to be added. I will probably have to only add students that have a strong need and not the rest. 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 give them a passing grade. I had 3 F's which I normally have but I had 5 D students who were close to a C but because they did all of their work and worked hard on assignments. I am wondering if adding students is a benefit. Last time I didn't have as many D students because I only added 2 or 3 students during the summer ECON 2. I decided to add more which I added another 5 for the Fall of the ECON 2 to see if this happens again. The problem is that I always have 15 – 20 waiting students for either ECON 1 and 2, so I feel bad if I don't add student on when the wait list is so large. We seem to have about 15 – 20 waiting each</p>	<p>We seem to have in both my ECON 1 and ECON 2 a range of 80-82% retention so we were the same. This term 86% was a much higher percentage. But the 3 F's brought it down to 80% which is normal.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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: 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	session. When I taught with Dr. Clark if he saw a lot of students like this sometimes he would add another class and even more would enter than those. One problem is that when students enroll a week late and don't have a text right away, they might not get started until week 2 or even 3 and might be behind the 8 ball so to speak. I am going to see what happens with ECON 2 when I added an additional 6-8 students whom I gave add codes, to see if this problem continues.	We seem to have in both my ECON 1 and ECON 2 a range of 80-82% retention so we were the same. This term 86% was a much higher percentage. But the 3 F's brought it down to 80% which is normal.	
		SLO #2	Understanding of Banking Theory through case analysis.	25=A, 2=D, 1=F	Please see SLO #1 Number 11	See SLO #1 Number 10	
		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 ~ 31/42= 74% which was 22/39 = 56% last time where there is usually 68% responses last term ~ I try to have at least 70% score but that is not always obtainable but 74% is a great score. 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.	As long as I can receive close to a 68 - 70% I have to hope that this 74% continues and hopefully we do better.	None I believe that a 68- 70% rate is the normal rate of students completing this task. So with a 74% rating this is a great score even if the other grades were not as good it shows that many students that remained gained a lot of knowledge.	
		SLO #3	Recognition of global components essential for international GNP/GDP calculations.	15 out of 28 received a D or F. They did not study as hard as other tests. Study habits improved for future exams.	Please see SLO #1 Number 11	Please see SLO #1 Number 10	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 29/42 = 29% or the last session it was 26/39 = 67 and I usually find students don't respond as much when completing the final paper but they did better this time and was even close to 70% so I was happy with that result.	As long as I can receive close to a 68% rate then it is working, lower than that rate then I have concerns the ideal of 70% was better with the midterm paper 74% and the final was 69% which is close to 70%. One thing I did was add about 5 extra students and because our class is comprehensive, in deciding to add these extra students it might have hurt some because of them starting the program late. I decided to add more students about 8 because I have 15 students on our waiting list for ECON 2 and I will see if I have the same problems. If I do I will have to decide to add less students and add them more out of a necessity like graduation etc.	I found that some midterm scores dropped that could have reduced. However, due to the final participation of this assignment increasing I was less troubled. I was less happy with the number of students receiving D's and F's but happy with the Students who did so well in completing the midterm and final papers.	
	ECON 2	SLO #1	Incorporation of Business Planning utilizing Microeconomics principles.	18 passed, 3 failed. 1 of 3 who failed, dropped the class. 2 had poor study habits and were provided with suggestions for improvements.	Students like extra credit and tend to study more. They also want to hear my practical applications to solve economic issues. I will continue to encourage students to submit economic and business articles for class discussion.	Provided extra credit, pop quizzes to encourage reading of textbook, also for business/economic articles turned in.	
		SLO #1 (McQueen)	Incorporation of Business Planning utilizing Microeconomics principles. Core Competency: Communication and Critical Thinking and Global Awareness and Personal/Professional Development Assessment Methods: Project or Presentation,	From Moodle Grade book	I am redoing all of my notes and including these changes below: These are for both ECON 1 and 2 There are in fact, 4 ways to study this class outlined below. The first way I recommend to students who wish to	We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher once again. I also added fewer students who needed this class to graduate so I was trying to help our students out especially the 2016 Spring term. I did so because I am finding that added students tend to not finish because this class is pretty comprehensive.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (McQueen)	Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions.	From Moodle Grade book	<p>gain a passing grade. Begin in this order:</p> <p>1st Read my notes for each chapter outlines a quick assessment of the Mankiw text.</p> <p>2nd For visual learners I would recommend after reading my notes that you watch the videos .You will see several links and watch them as often as you can. In fact, some of these videos and my might be a quick study to prepare for the midterm and the final.</p> <p>3rd You should begin to Read the Mankiw text on each chapter. However, don't only stop here. Now once you finish the text I have provided even more information in 4; that is even in more depth than I have provided in 1 and 2 and even in 3, by reading the text. Some material may be similar to the text, other parts will not. But if you want to become an expert apply 4 and I promise that you can become an expert.</p> <p>4th If you decide to become an expert in economics, I have added extensive notes below the video links. Some of the ideas in the last notes and under the videos contain the "Disclaimer seen in Chapter 1" and all such notes have been added</p>	<p>We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher once again. I also added fewer students who needed this class to graduate so I was trying to help our students out especially the 2016 Spring term. I did so because I am finding that added students tend to not finish because this class is pretty comprehensive.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (McQueen)	Incorporation of Business Planning utilizing Microeconomics principles. Core Competency: 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	<p>throughout to the last chapter and they will contain information not even discussed in my notes or the Mankiw text. These notes are very detailed containing graphs and tables and all kinds of interesting details.</p> <p>In summary, study form 1 – 4 using what I have illustrated here to what level of expertise on the subject of Macro and Micro economics you desire. If you want to do the bare minimum apply 1 – 3, but if you desire to study economics at an expert level make sure you study this class at all 4 levels of analysis.</p> <p>However, if you decide to attend a University to obtain a Bachelor degree in another college, I would recommend that you follow all 4 above methods of study. That is so once you have transferred your economic classes to a University of your choice, you will have a much easier experience because economics is the foundation of all business programs. It is so important to a student's future knowledge which is why administrators make its study of both Macro and Micro mandatory.</p> <p>Did you also know that</p>	<p>We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher once again. I also added fewer students who needed this class to graduate so I was trying to help our students out especially the 2016 Spring term. I did so because I am finding that added students tend to not finish because this class is pretty comprehensive.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (McQueen)	Incorporation of Business Planning utilizing Microeconomics principles. Core Competency: 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	many Doctors and even Lawyers and successful businessmen majored in economics? And that is why many colleges see economics as one of the best major a student can take to learn how to think critically. That is why I recommend all students to apply all 4 above methods of study if you want to become a critical thinker to make all of your other studies so much easier.	We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher once again. I also added fewer students who needed this class to graduate so I was trying to help our students out especially the 2016 Spring term. I did so because I am finding that added students tend to not finish because this class is pretty comprehensive.	
		SLO #2	Comprehension of marketing strategies for small business development.	19 passed, 1 failed. Person who failed had personal issues and had not been studying.	Please see SLO #1 Number 11	Please see SLO #1 Number 10	
		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: 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 ~ 29/40 73% rather than 26/40 = 65% last time, What I noticed is that my goal was 70% so this Spring Term we were 3% higher than was expected.	See the changes above.	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 passed, 2 failed. 1 who failed had missed several classes due to health issues. 1 did not study.	Please see SLO #1 Number 11	Please see SLO #1 Number 10	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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, Demonstration, Research work, surveys, observations, interviews, chapter reviews, breakout sessions, group discussions, and questions.	Taken from Moodle 29/40 which it was 26/40 which the responses = 73% response and 65% last term. What is interesting that the same percentage of students who responded to the midterm Extra Credit as the Final responses bumping up many of their grades.	See the changes above	I will send an email prior to the exam for students to remember to do this assignment rather than only post it in my Introduction or Instructor postings. It seems as if students need more of a reminder than what is presented at the term	
	ENGL 101	SLO #1	Students will improve as writers in simple writing and fixing grammatical errors in sentences.	At the end of the course, there were 6 students on the roster. Of those students, 6 completed the course, so 100% of students completed the course. Of the students who completed the course, 100% successfully met all SLOs.	Students need various opportunities to correct grammatical errors. They also need opportunities to see various examples of good writing.	Students had various opportunities to work on activities related to grammar. They worked cooperatively on activities where they had to find grammatical mistakes. They also had the opportunity to analyze writing structure. This semester students participated in various group activities to analyze paragraph and essay structure. They also did various reading activities in order for them to see what good writing looks like.	
				Average of submitted quizzes was 87%. 15/21 or 71% of the students took the quiz, which 14/21 or 67% were successful with a "C" or higher, 1/21 or 5% was unsuccessful with a "D" or lower, and 6/21 or 29% failed to take the quiz.	A 87% average for this quiz is great. Based on the number of students who participated (15), a pass rate of 14/15 or 93% indicates success on this SLO. Increased in-class review was continued during this semester in hopes that the SLO pass	Based on the results of teaching this same quiz in Fall 2015, the percentage of passing grades has gone up from 63% to 71%; the percentage of students who submitted but did not pass went down from 37% to 5%. However, the percentage of students who did not participate went up from 14% to 29%. This test was not altered from the Fall 2015 class to this Fall 2016 class.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Average of submitted quizzes was 87%. 15/21 or 71% of the students took the quiz, which 14/21 or 67% were successful with a "C" or higher, 1/21 or 5% was unsuccessful with a "D" or lower, and 6/21 or 29% failed to take the quiz.	rate would rise. However, the percentage of students who did not participate in this late-semester quiz (6/21 or 29%) could use improvement despite that 2/6 of those students were no longer attending/participating in the class. Grade updates towards the end of the semester may help encourage participation as students will know how significant participating in the end-of-semester quizzes are to their overall success in the class. This may have been helpful for a majority of these students since 4/6 who did not participate in this quiz also did not pass the class.	Based on the results of teaching this same quiz in Fall 2015, the percentage of passing grades has gone up from 63% to 71%; the percentage of students who submitted but did not pass went down from 37% to 5%. However, the percentage of students who did not participate went up from 14% to 29%. This test was not altered from the Fall 2015 class to this Fall 2016 class.	
				Some students excelled, while others could not form simple sentences. They all understood the grammar and punctuation rule but struggle to put them into practice.	I plan to continue the no grade on weekly assignments method. The class was much more open to asking questions and searching out answers. Discussions were also livelier.	No changes, I continued the weekly non-graded assignments. I am finding that the loss of grade pressure is helping them learn in a more stress free environment and they are learning faster. They diligently do the assignments which was my initial concern.	
				Students were assigned to write a Letter of Dissatisfaction to a company. Students submitted seven revisions—each for specific grammar requisites.	Students were more successful in addressing a corporate entity, rather than the previous "community" forum (Letter to the Ed.). Keeping this to "real world" topics and formats seems to be more engaging and therefore, successful.	Prior assessment was a Letter to the Editor	
				Students were assigned to write a Letter to the Editor. Students submitted seven revisions—each for specific grammar requisites.	Student fear of failure prompted the change to a more "lengthy" assignment. This fear	Quantity of revisions was changed. Prior revisions were for several issues at one time. This semester the revisions were more manageable and spaced out.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Students were assigned to write a Letter to the Editor. Students submitted seven revisions—each for specific grammar requisites.	needs to be addressed consciously.	Quantity of revisions was changed. Prior revisions were for several issues at one time. This semester the revisions were more manageable and spaced out.	
		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.	All students were engaged and eager to address “real world” issues. This may have ended up being as much about their finding their “voices” as addressing a prompt. All were successful.	Continue focusing on issues immediately relevant to students.	“Real world issues” was the area for suggested by Fall ‘15 assessment, implemented in the first nine week course, and reassigned this course.	
				All students were engaged and eager to address “real world” issues. This may have ended up being as much about their finding their “voices” as addressing a prompt. All were successful.	Continue focusing on issues immediately relevant to students.	“Real world issues” was the area for suggested by Fall ‘15 assessment.	
				At the end of the course, there were 6 students on the roster. Of those students, 6 completed the course, so 100% of students completed the course. Of the students who completed the course, 100% successfully met all SLOs.	Most students were successful this semester. I will continue to incorporate readings, discussion, and various examples on how to clearly respond to prompts. I will continue to have full student participation so that students are participating in the learning process.	In addition to grammar, we also had essay discussions. This entailed questions given to the group, aligned to the SLOs, in regards to the essays. For example, students discussed the theme and sub-themes in the essay. Students also had a chance to connect the essay to their own personal lives, other readings, and current issues that are relevant to the topic.	
				Average of submitted essays was 89%. 15/21 or 71% of the students submitted the assignment, which 15/21 or 71% were successful with a “C” or higher, 0/21 or 0% didn’t follow the guidelines, and 6/21 or 29% failed to submit the assignment.	Based on the number of students who participated (15), a pass rate of 15/15 or 100% illustrates a superb performance on this SLO. The percentage of students who did not participate in this mid-semester assignment (6/21 or 29%) is not desirable; however, 4/6 of those students had inconsistently submitted work the entire semester, and 3/6 of those students had not successfully/completely submitted a single writing	The only adjustments made for this assignment from Fall 2015 was increased class discussion on format and criteria for the assignment. Based on the results of this SLO from Fall 2015, the percentage of passing grades has remained close to the same, from 73% to 71%. It is, however, noteworthy that 100% of all submissions earned passing grades; the percentage of students who submitted but did not pass went down from 9% to 0%. However, the percentage of students who did not participate went up from 18% to 29%.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Average of submitted essays was 89%. 15/21 or 71% of the students submitted the assignment, which 15/21 or 71% were successful with a "C" or higher, 0/21 or 0% didn't follow the guidelines, and 6/21 or 29% failed to submit the assignment.	assignment the entire semester, either by not submitting the assignment or by not completing the second half of the assignment (submitting to a plagiarism website). By not doing so, their submission records as a zero or non-submission. 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 submissions (paper and online) in order to drop the percentage of "non-participation."	The only adjustments made for this assignment from Fall 2015 was increased class discussion on format and criteria for the assignment. Based on the results of this SLO from Fall 2015, the percentage of passing grades has remained close to the same, from 73% to 71%. It is, however, noteworthy that 100% of all submissions earned passing grades; the percentage of students who submitted but did not pass went down from 9% to 0%. However, the percentage of students who did not participate went up from 18% to 29%.	
				Students were able to put together a sequence of paragraphs that worked together for a cohesive whole. They were able to respond to specific information required in the assignments. Grammar in practice still presents some problems, but will work themselves out with longer writing exposure.	I will continue the no grading weekly assignment method.		
	ENGL 102	SLO #1	Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs.	24 out of 30 students successfully completed the assignment. Only one student failed to submit any work while 5 students failed to attend/were dropped. 85% of students (17 of 20) demonstrated proficiency toward this SLO. Two students did not turn in the assignment, and one student completed it but was not proficient in fixing grammatical errors.	None Although I increased opportunities for independent practice, a couple of students still truly struggled. In the future, I plan to incorporate more specific interventions for students who are struggling. I want to incorporate more one-	It had been two years since I last taught this course, so I made a number of changes. I had students practice finding and fixing grammar errors in sentences and paragraphs independently more often than I did the last time I taught the course. I also incorporated short, daily grammar lessons and practices on specific tasks rather than focusing on grammar for entire class sessions.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				85% of students (17 of 20) demonstrated proficiency toward this SLO. Two students did not turn in the assignment, and one student completed it but was not proficient in fixing grammatical errors.	on-one meeting time to go over specific challenge areas with students who are struggling.	It had been two years since I last taught this course, so I made a number of changes. I had students practice finding and fixing grammar errors in sentences and paragraphs independently more often than I did the last time I taught the course. I also incorporated short, daily grammar lessons and practices on specific tasks rather than focusing on grammar for entire class sessions.	
				At the end of the course, there were 7 students on the roster. Of those students, 5 completed the course, so 100% of students completed the course. Of the students who completed the course, 80% successfully met all SLOs.	Students need to discuss essays cooperatively and at a deeper level. The expectations need to be clear ensuring critical thinking both in the discussion as well as in their writing.	Students had various opportunities to work on activities related to grammar. They worked cooperatively on activities where they had to find grammatical mistakes. Students also analyzed paragraph and essay structures. They also did various reading activities in order for them to see what good writing looks like in terms of grammar and content. Students also worked in many group activities to develop critical thinking and take part in the learning process.	
				Grammar worksheets on editing variety of subjects 26/26 or 100% successfully completed the assignment with a "C" or better. Everyone or 100% submitted the assignment.	This pedagogy was effective because more students participated in discussing the discovery of why and how each paragraph can be better. I will continue this plan for next semester.	The changes made from previous assessment: I asked students more questions as to how they came up with the correct answer.	
				Students were given a writing assignment the first day of class, then given the job of editing it to the best of their ability. They were then given the exact same assignment to again revise after eight weeks. Improvement was significant.	Continue this methodology of assessment. It has been successful in both a short term and full semester class.	This time, for further authentic assessment, students were given two opportunities to revise: one at the beginning of the course and again near the end. Not only was improvement significant, but corresponded to instruction.	
				Students were given a writing assignment the first day of class. They were then given the exact same assignment after eight weeks. Improvement was significant.	Continue this methodology of assessment. It has been successful in both a short term and full semester class.	This assessment was previously used (successfully) in a full semester class. This is the first time I have tried it with a short term section. The change was significant and measurable	
		SLO #2	Students will be able to read	31 out of 32 students completed the quiz	None		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	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.	prompt successfully	None		
				90% of students (18 of 20) demonstrated proficiency toward this SLO. One student did not complete the assignment, and one completed it but was not proficient.	This is another aspect in which I believe students would benefit further from one-on-one meetings to discuss feedback. This would allow me to explain things that students are not understanding as well as understand where students are having a hard time. The students who struggled did not improve over the course of the semester because they did not take time to ask questions about the feedback they were given. If I am intentional about creating time to ask them what questions they have, they may be more likely to improve and respond positively to the feedback I am giving them.	This term I incorporated several opportunities for students to practice this skill and receive feedback. Students found this highly beneficial.	
				All students wrote effective, coherent, essays with few grammatical errors.	Continue incorporation of real-world issues. Gauge the climate and address engaging topics.	Because of the Political climate, I shied away from this assignment being in the same format (Letter to the Editor) as in previous classes. The concept, however, has proven to be an effective form of engaged writing. Incorporation of real-world”, relatable, issues was suggested by previous assessment. Student engagement was evident.	
				All students wrote effective, coherent, letters with few grammatical errors.	Continue incorporation of real-world issues.	No change as this has proven to be an effective form of engaged writing. Incorporation of real-world”, relatable, issues was suggested by previous assessment. Student engagement was	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				All students wrote effective, coherent, letters with few grammatical errors.	Continue incorporation of real-world issues.	evident.	
				At the end of the course, there were 5 students on the roster. Of those students, 7 completed the course, so 100% of students completed the course. Of the students who completed the course, 80% successfully met all SLOs.	Most students were successful this semester. I will continue to incorporate readings, websites, and cooperative activities to ensure their success.	Students were shown various readings and examples on how to respond to prompts. Students also worked in many group activities to develop critical thinking and take part in the learning process.	
				Out of five students, five passed with a 75% or better (100%)	I will continue to try to find ways to pay attention to all my students this way.	I made no changes. The small class size allowed me to focus on each student.	
				Reading response analysis: 24/26 or 92% of the students successfully completed this assignment with a "C" or higher. 2/26 or .07% of the students failed to follow criteria. All the students turned in the assignment.	Therefore, the changes made from previous semester helped. There was more active participation. I had 85% success rate from previous semester and 92% this semester. I will keep the same assignment; however, I will add two more critical thinking questions.	I allotted time for students to discuss out loud what they learned after critically analyzing the story. This was helpful because each group heard and learned what the other group discussed.	
		SLO #2A	Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs.	Out of five students, five passed with a 75% or better - 100%	This was an assignment the class seemed to thrive on.	Much smaller class made it easy to help each student.	
		SLO #3	Given a paragraph sample, students will be able to apply knowledge of paragraph structure to determine elements of paragraph.	30 out of 32 students successfully completed the task.	None		
				I created Kahoot games for all of the skills required of the course. Students played the games as review of the skills, then were given a skill-knowledge test, followed by a practical application of those skills in the revision of paragraphs.	The results suggest that this is an effective methodology which should be repeated.	No changes made. This has been an amazingly effective methodology. Taking away the fear and spending extra time on practical application—working together to address specific needs and giving immediate feedback has been just the trick to successful and thoughtful revision.	
				I created Kahoot games for all of the skills required of the course. Students played	The results suggest that this is an effective	This was the first time that I evaluated both skill knowledge and practical	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				the games as review of the skills, then were given a skill-knowledge test, followed by a practical application of those skills in the revision of paragraphs.	methodology which should be repeated.	application of skills in one assignment.	
				Out of five students, five were able to pass with 75% or better - 100%.	This is a playful way to learn - the students enjoy the project and seem to learn well from it.	No changes made from last assessment.	
				Quiz: 23/26 or 88% of the students successfully completed this assignment with a "C" or higher. 3/26 or 12% of the students failed to follow criteria.	Since students did not do as well as previous semester, my action plan is to ask more specific questions and have a pre-quiz test before the graded quiz. Students will review troubled areas before quiz.	There were no changes made.	
		SLO #3 (Walker)	Apply knowledge of paragraph structure to determine elements of a paragraph when given a paragraph sample.	90% of students (18 of 20) demonstrated proficiency toward this SLO. Two students were not proficient in this skill; however, the two non-proficient students also had poor attendance, often showing up significantly late to class.	The above data does not necessarily indicate any change should be made since students who attended and participated regularly made tremendous gains and were proficient in this skill. However, I do think the one-on-one meetings would also benefit students in this outcome, and they would potentially create opportunities for me to spend more time helping students understand how their attendance and participation impacts their learning and progress.	I gave students more opportunities to practice this skill independently, and this shows in the results. Unfortunately, students with poor attendance did not benefit from this.	
	ENGL 12	SLO #1	Students will be able to identify and demonstrate, through explication, interpretation, and/or analysis, an understanding of American literature and literary movements from the Civil War up through the present, in terms of the	Students scored a 4.21 out of 5 on average. This demonstrates student adequate ability to understand American literary history at the level required for the course..	Continue to measure using the current exam to assess long-term effectiveness and then make necessary changes.	None. It has been years since the class has been taught.	

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	ENGL 12	SLO #1	literary genres, conventions, and motifs that reflect the growth of American culture and identity.	Students scored a 4.21 out of 5 on average. This demonstrates student adequate ability to understand American literary history at the level required for the course..	Continue to measure using the current exam to assess long-term effectiveness and then make necessary changes.	None. It has been years since the class has been taught.	
		SLO #2	Students will be able to identify and demonstrate, through explication, interpretation, and/or analysis, a basic understanding of the historical contexts, cultural influences, and major themes informing American literature from the Civil War through the present in terms of the political, socioeconomic, and historical backgrounds.	Data shows that students are passing the assignment, again scoring an average of 4.36/5. This demonstrates student adequate ability to understand American literary history at the level required for the course..	Continue to measure using the current exam to assess long-term effectiveness and then make necessary changes.	None. This course has not been taught for years.	
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.	1 of 7 students in the class failed to complete the quiz due to excessive absences.	The results were great, so no major change will be needed at this time.	Some changes were made to prompts.	
				13 students submitted the essay. 3 completed essay with an A. 5 completed essay with a B. 1 completed essay with a C. 3 completed essay with a D. 1 completed essay with an F. 1 did not submit the essay.	I will continue to give the extra examples on using MLA style.	There was an increase of 8% student success from when the course was previously taught in the Summer. This is the eleventh time to require this assignment. I think the improvement is due to the extra time we spent on the citations.	
				16 students attempted the assignment and all accomplished the goal of a "C" or better.	The students were able to accomplish the interview using an introduction and an conclusion that describes the interviewee and describes the focus of the interview.	Last semester, I added an interview to the Argumentative Lesson. This time, I honed the assignment to give the students definite format to use when writing up their interviews.	
				16 students attempted the assignment and all accomplished the goal of a "C" or better. This was a success rate of 100 %.	The students were able to accomplish the interview using an introduction and an conclusion that describes the interviewee and describes the focus of	Last semester, I added an interview to the Argumentative Lesson. This time, I honed the assignment to give the students definite format to use when writing up their interviews. I used this change in both my English 1A classes.	

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				16 students attempted the assignment and all accomplished the goal of a "C" or better. This was a success rate of 100 %.	the interview.	Last semester, I added an interview to the Argumentative Lesson. This time, I honed the assignment to give the students definite format to use when writing up their interviews. I used this change in both my English 1A classes.	
				27 out of 28 students in the class completed the class. One was absent.	The results were great, so no major change will be needed at this time.	Some changes were made to prompts.	
				40% of 10 students (or 4 out of the 10 students) on final exam essay reflect an understanding of reading analysis and extensive composition response to reading. The students in general had major problems all semester long culminating in the final exam essay with reading comprehension and with expository essay writing in formal tone that goes beyond the 3 to 5-paragraph essay model. This was the lowest level online class I have taught so far. Critical thinking skills as well as writing skills were lacking in the final essay from 6 of the 10 students in class. The students who did not pass with a "C" or above on the final essay had numerous problems including struggling with the other essays in the class as well, not doing some of the essays in class (these essays are designed to help the student practice for the final essay), and not doing as well on the final as on their practice essays due to lack of caring. The students in all of my classes can revise any assignment as many times as they wish to get a higher grade. In grade comments in Moodle and in email, I encouraged struggling students to revise their essays. 5 of the 6 students revised their practice essays for a higher grade but the revised essays were still deficient in the areas of reading comprehension and in writing a more advanced essay.	In Spring 2017, I intend to go back to what I was doing in earlier semesters. I will leave in one of the lecture notes assignments because students do not read the lecture, which is obvious in assignments performance and I will leave in the critical reading assignment and the alternative video assignments. I will eliminate one lecture notes assignment. I had the students do shorter writings this semester due to complaints from the students, but I think that was a mistake which is obvious from the poor scores from this semester; I will go back to longer essays next semester because I think the students learn more as is evident in the SLO scoring from past semesters. The major overhaul I did on the lessons this semester had a negative effect on SLO outcomes so I will go back to what I was doing previously.	To avoid plagiarism and to get the students to do thorough work in this class, I added 2 lecture assignments (an exercise and a quiz), I added a critical reading exercise per instructions from my last evaluation, I re-designed all of the essays in the class, I added very specific grading rubrics to the essays assigned, and I added alternative assignments for the videos due to captioning compliance. The new added assignments did not seem to have any effect on the students' performance for this SLO. I am at a loss to explain this.	
				Again, students struggled with moving from repeating content to analysis. Many	Maintain the reading, discussion, writing	Rewrites were allowed past the due date to ensure assignment	

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				<p>students are coming to the class unprepared for this level. In week 8 I am still telling them not to use personal pronouns, correcting grammar, and formatting issues. They seem to just ignore my comments on their papers making me think that they are not reading them.</p>	<p>progression. We need to find a way to ensure students look at graded papers and correct errors. Many are not as the errors are repeated. I am considering putting something on the corrected papers that will give them points if they respond to it just to see if they are reading them.</p>	<p>understanding. Most did not do them, indicating a lack of interest in learning</p>	
				<p>Average of submitted essays was 80%. 22/27 or 81% of the students submitted the assignment, which 18/27 or 67% were successful with a "C" or higher, 4/27 or 15% didn't follow the guidelines, and 5/27 or 19% failed to submit the assignment.</p>	<p>The pass rate for this SLO is acceptable. Based on the number of students who participated (22), a pass rate of 18/22 or 82% is great. As previously stated for SLO records for the Spring 2016 class, I have implemented more class activities to assist in comprehension of the assignment's rhetorical mode, which has led to increased success. As well, 2/4 students who completed the assignment but did not receive a passing grade had committed plagiarism, leading to the poor grade; had they not committed plagiarism, their grades would have been passing. Knowing this, comprehension of the rhetorical mode was not the issue but, instead, comprehension of plagiarism was. As well, these students did not feel that plagiarism was a concern or that revising the assignment was worth</p>	<p>Based on the results of teaching this assignment last Spring 2016, the percentage of passing grades has gone up from 57% to 67%; the percentage of students who submitted but did not pass went down from 29% to 15%; however, the percentage of students who did not participate increased slightly, going up from 14% to 19%. This assignment was not altered from the Spring 2016 course to this Fall 2016 course; however, emphasis on in-class practice for this assignment has resulted in the class average and success rate improving.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Average of submitted essays was 80%. 22/27 or 81% of the students submitted the assignment, which 18/27 or 67% were successful with a "C" or higher, 4/27 or 15% didn't follow the guidelines, and 5/27 or 19% failed to submit the assignment.	their time, so for the future, I will focus on clarifying plagiarism concepts prior to the completion of the assignment along with documentation criteria. I am still considering adjusting the weight of the assignment to the overall grade in order to encourage students to not brush off the assignment as unimportant or inconsequential, hoping to increase completion rates; however, considering that 3/5 students who did not submit this semester had consistently not submitted work throughout the semester, adjusting the weight of this assignment may not remedy enough of the problem of students not submitting. This is why I have yet to adjust the weight of this assignment to the overall grade of the class.	Based on the results of teaching this assignment last Spring 2016, the percentage of passing grades has gone up from 57% to 67%; the percentage of students who submitted but did not pass went down from 29% to 15%; however, the percentage of students who did not participate increased slightly, going up from 14% to 19%. This assignment was not altered from the Spring 2016 course to this Fall 2016 course; however, emphasis on in-class practice for this assignment has resulted in the class average and success rate improving.	
				Of 27 students still participating in the class, 25 turned in an annotated bib. Of those, 15 received a 70% or higher grade with 5 receiving 0, which means they missed the mark completely.	Based on results from other 1A classes, I plan to institute a better way of tracking students' work on this assignment as part of the final project. Will explain more below in SLO#2.	No changes were made from previous semesters.	
				Of 29 students still participating in the class, 21 turned in an annotated bib. Of those, 14 received a 70% or higher grade with the 6 receiving between 40 and 65%, but the others all received 0 either because what they turned in missed the mark so completely or they just did not	I plan to institute a better way of tracking students' work on this assignment as part of the final project. Will explain more below in SLO#2.	No changes were made from previous semesters, but the results are disappointing.	

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				turn in an annotated bib at all. This has been a disappointing semester because it seems that students just did not seem motivated no matter what I did, not just in this class, but most of them. In fact, my 50X class performed better on their annotated bibs than many of the students in my 1As..	I plan to institute a better way of tracking students' work on this assignment as part of the final project. Will explain more below in SLO#2.	No changes were made from previous semesters, but the results are disappointing.	
				Of 29 students still participating in the class, 24 turned in an annotated bib. Of those, 21 received a 70% or higher grade with the 2 receiving 100%. This is the class than includes high school students enrolled in the "Middle College" program.	Based on results from other 1A classes, I plan to institute a better way of tracking students' work on this assignment as part of the final project. Will explain more below in SLO#2.	No changes were made from previous semesters.	
				Of those who completed the course, 100% completed the essay with a grade of C or better: 5 "As" 3"Bs" and 2"Cs"	I plan to continue, when the opportunity arises, to implement the cause and effect essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time. However, because students motivation was low, I will continue to offer more time in class for student group discussion and student led peer review activities.	Cause and effect essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. Changes this semester included digitized classroom supplements on CD disc. Therefore, the students could download to their own computer and interact on homework assignments. Furthermore, the disc included You tube videos that demonstrated (for home reinforcement of skills) criterion emphasized in class.	
				Students scored 3.05 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.	For this semester, I spent a little less preparation time focused on writing a timed essay. More would have proven beneficial and I intend to do this next	The assignments I chose for the final were the similar to the last semester. However, the scores went down by .45	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Students scored 3.05 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.	semester. I noted a number of students came into the class having problems identifying an argument's thesis. We worked on that with the midterm, but and this is still reflected in the essay results.	The assignments I chose for the final were the similar to the last semester. However, the scores went down by .45	
				Students struggled with moving from repeating content to analysis of writing style.	Maintain the reading, discussion, writing progression.	Rewrites were allowed past the due date to ensure assignment understanding.	
		SLO #1	Be able to read and analyze an article or essay and compose an essay in response. Assessment method(s): Writing essays including research and citations and/or Exercise using MLA documentation. Core Competencies: Communication & Critical Thinking & Personal and Professional Development	Among the 16 documented essays received, the average grade was a "B-." 5 received a "A," 2 received a "B," 6 received a "C," and 3 received a "D." By the end of the semester, most students demonstrated the ability to organize an essay following a clear thesis statement, to provide adequate support and to document outside sources appropriately. However, their general ability to format their outside sources in citation form was inconsistent.	I plan to spend more class time on MLA formatting.	In English 1A, which was my second nine-week course, I did spend more time on MLA formatting. Students were required to go through formatting exercises on the board, and as homework exercises. This group was made up of some of my former English 50 students. As a whole, they seem to demonstrate more facility for formatting.	
		SLO #2	Students will incorporate research into essays using MLA documentation style.	1 students out of 7 did not successfully complete the research paper due to excessive absences. Otherwise, students submitted quality work in response to the assignment.	The results were great, so no major change will be needed at this time.	More detailed instructions will be added to the prompts.	
				16 students submitted the essay. 3 completed essay with an A. 4 completed essay with a B. 4 completed essay with a C. 4 completed essay with a D. 1 completed essay with an F. 4 did not submit the essay.	I will continue to give the extra examples on using MLA style.	There was a decrease of 1% student success from when the course was previously taught in the Fall. This is the twelfth time to require this assignment. I think the generally consistent performance is due to the extra time we spent on the citations.	
				19 students wrote the argumentative essay and all received a "C" or better for a result of 100%. However, 4 students did not do the interview part of the week's assignments, so they didn't incorporate the interview into their paper. This affected their grade and all of these students received a "C." The discrepancy	In the argumentative papers, I received three comments from students that doing the interview helped them understand issues about the topic so much better. The students were required to select a	I was more explicit in explaining how to do interview an in-text source citation and a citation in the Works Cited page. The students didn't seem to have problems with this part.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				between the numbers between SLO #1 and SLO#2 is that one student did the interview but not the essay.	topic regarding Obamacare, and when they interviewed their subjects, the interviewees had responses that the students were not expecting. I want to emphasize this advantage in my lesson.	I was more explicit in explaining how to do interview an in-text source citation and a citation in the Works Cited page. The students didn't seem to have problems with this part.	
				20% of 10 students (or 2 of the 10 students) on the research paper showed comprehension and application of research methods and correct 2016 MLA form. This semester I tried a completely different approach. I decided to have the students write one section of the paper every week of the course. This had disastrous results. 2 students did not hand in some of the assignments and 7 of the 10 students did not follow the instructions and failed at least 3 of the sections of the paper. Their revisions were not much improved from the original posting to Moodle. Usually the students post their research paper at the end of the class which gives the students several weeks to work on the assignment, but if they have to hand in parts of the paper each week, they do not have enough time to get the research done.	Next time I teach 1A I will go back to having the students post the research paper at the end of the course. I am also going to add MLA exercises to each week of the class to see if the exercises will assist the students in creating the posting the final draft of the paper at the end of the course. The exercises will focus on 2016 changed to MLA format which should help the students. All 10 of the students in this class struggled with MLA format. This is an ongoing problem with all of my students in ENGL 50, 1A, 1B, 1C, 2 and 4. Also, online students believe they should only do online research for their papers. I am still considering how to break down this stubbornness since it is essential in ENGL 1A that the students learn how to do research in a variety of venues. Perhaps having the different types of sources due as assignments each week of the course would work; I will try that in Spring 2017.	I decided to make drastic changes to the way I was teaching the research paper in 1A, so I assigned one section of the paper every week and then the final draft of the paper at the end of the course. This method did not work at all. It will have to be abandoned in future semesters. In Spring 2017, I will return to the way I was teaching the research paper in previous semesters which got a better SLO percentage rating than the method I used this semester.	
				3 students out of 28 did not successfully	The results were great, so	More detailed instructions will be added	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				complete the research paper due to excessive absences. Otherwise, students submitted quality work in response to the assignment.	no major change will be needed at this time.	to the prompts.	
				Average of submitted essays was 77%. 24/27 or 89% of the students submitted the assignment, which 15/27 or 56% were successful with a "C" or higher, 9/27 or 33% didn't follow the guidelines, and 3/27 or 11% failed to submit the assignment.	Based on the number of students who participated (24), a pass rate of 15/24 or 63% indicates need for improvement on this SLO. However, the percentage of students who did not participate in this late-semester assignment (3/27 or 11%) is an improvement. Despite increased participation, 6/24 or 25% of those who submitted the final essay had varying degrees of plagiarism, which is unacceptable considering the assignment requires students to illustrate knowledge of proper source usage and documentation, subject matter repeatedly discussed over the course of the semester by this point. I am not satisfied with these results; for the future, I will make time to address concerns of plagiarism in class prior to the submission of this final assignment, and should concerns be high, I will perhaps incorporate a plagiarism workshop in class specifically formed for this assignment.	Based on the results of teaching this assignment in Spring 2016, the percentage of passing grades has remained about the same, from 57% to 56%; however, the percentage of students who submitted but did not pass went up from 21% to 33%; finally, the percentage of students who did not participate went down from 21% to 11%.	

Most students understood the complexity None

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				of MLA and the purpose of citation. Students learned the use of research as part of analysis	None		
				Of the 24 students who turned in a final research paper, which along with their presentation of their research, is the culmination of their final project (proposal, annotated bib, paper, presentation), 20 received a grade of 70% or higher.	For next semester, I plan to institute an additional accountability component to help ensure that the students are performing the work they need to do in a timely manner and to ensure that I catch problems early enough to intervene and ensure all students stay on track.	No changes were made from previous semesters,	
				Of the 25 students who turned in a final research paper, which along with their presentation of their research, is the culmination of their final project (proposal, annotated bib, paper, presentation), 18 received a grade of 70% or higher, several of them scored very high, but the rest did not hit the mark.	For next semester, I plan to institute an additional accountability component to help ensure that the students are performing the work they need to do in a timely manner and to ensure that I catch problems early enough to intervene and ensure all students stay on track.	No changes were made from previous semesters,	
				Of the 28 students who turned in a final research paper, which along with their presentation of their research, is the culmination of their final project (proposal, annotated bib, paper, presentation), only 13 received a grade of 70% or higher.	For next semester, I plan to institute an additional accountability component to help ensure that the students are performing the work they need to do in a timely manner and to ensure that I catch problems early enough to intervene.	No changes were made from previous semesters,	
				Of the students who completed the course, 100% completed the essay with a grade of C or better: 7 "A"s, 2 "B"s and 1 "C."	I plan to continue, when the opportunity arises, to implement the Propose a Solution essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and	Propose a Solution essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. Changes this semester included digitized classroom supplements on CD disc. Therefore, the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Of the students who completed the course, 100% completed the essay with a grade of C or better: 7 "A"s, 2 "B"s and 1 "C."	instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time. However, because student motivation was low, I will to continue to offer more time in class for student group discussion and student led peer review activities.	students could download to their own computer and interact on homework assignments. Furthermore, the disc included You tube videos that demonstrated (for home reinforcement of skills) criterion emphasized in class.	
				Students scored an average of 3.42 out of 5. This indicates satisfactory performance in incorporating MLA format into essay #3, though it is lower than last semester. This, I believe, is due to MLA format changes.	I plan to continue using the annotated bibliography and more specifically, repeatedly show students the way in which the formatting has changed this semester.	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 strategy worked well last semester, but a number of students did not use MLA 2016 this semester.	
				Total number of students completing the course: 19. Some students, about 50% understood the complexity of MLA and the purpose of citation. Students learned the use of research as part of analysis. It felt like many simply did not care. They either imported a citation as is, or copied a website into the Works Cited page. Punctuation, indents and general formatting was ignored.	I have no planned changes. When the students follow the instructions, they do well. When they don't they do not do well.	Need to find a way to force students to read returned papers and fix them.	
		SLO #3	Identify various essay modes and strategies and to produce such essays.	12 passed assessment. 2 failed. 90% completed assessment with a C or higher.	The students continue to succeed at this assignment because it allows them to select topics that relate to their majors and present material in varied ways.	There was no increase of student success from when the course was previously taught in the Summer.	
				18 passed assessment. 2 failed. 90% completed assessment with a C or higher.	The students continue to succeed at this assignment because it allows them to select topics that relate to their majors and present material in varied ways.	There was no increase or decrease of student success from when the course was previously taught in the Fall.	
	ENGL	SLO #1	Students will be able to read	30 of 33 students turned in the	Though it is not as a result	No substantial change from the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	1B	SLO #1	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.	assignment. 3 students did not score within the 70% range, but the average grade was 79% for the entire class. This is down a few points from the spring class, but that class was significantly smaller and was a hybrid, so that may have influenced the outcomes slightly.	of the data above, I will be revising the class for the next time I teach it. I am revising assignments and texts to freshen up the class.	assignment.	
		SLO #2	Students will incorporate direct quotations from specific works of literature to strengthen points made about the works in their assigned essays.	28 of 33 students turned in a final essay and the average grade was 75%	I do not plan to change anything substantial for this essay because it is a fundamental part of the class' curricula in that students are learning to respond to literature while looking through different lenses and to bring their own take to the texts. In order to support their points, they must incorporate direct and paraphrased material from the texts they are responding to.	No substantial change from last time except that this was fully online.	
	ENGL 1C	SLO #1	Students will evaluate readings for rhetorical appeals, bias, propaganda, and logical fallacies.	2 out of the 15 students failed to perform due to absences	None		
				79% of 14 students (or 11 out of the 14 students) on weekly reading exercises reflect an understanding of critical thinking techniques in response to reading. I was asked to add critical reading including bias and propaganda techniques evaluation to the class by the dean and the other evaluator of my teaching in my last evaluation which I did this semester. The students did extremely well on the critical reading assessment exercises. Two of the 3 students did not complete the class and the other student did not attend the class at all and was missed in the census sweep which was my mistake. I worked via email with the other 2 students, encouraging those students to do revision on their work to get a higher	In Spring 2017, I will continue to do what I did this semester. I will leave in the critical reading assignment definitely and the alternative video assignments. I will eliminate the lecture notes assignments. The major overhaul I did on the lessons this semester in general had a positive effect on SLO outcomes so I will continue using the critical reading applications.	To get the students to do better work in this class on rhetorical appeals and bias techniques, I added 2 lecture assignments (an exercise and a quiz), I added a critical reading exercise per instructions from my last evaluation, I re-worked all of the essays in the class, I added very different, more detailed grading rubrics to the essays assigned, and I added other choices for the students to choose to do in place of the videos due to captioning compliance. The added critical reading exercises and re-designing of the essay grading process made an effect on the students' comprehension of bias and propaganda techniques. The lecture exercises and quizzes did not work and will be	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>grade and to hand in all of their assignments but my efforts fell on deaf ears for some reason. The students in general had no major problems all semester long with reading comprehension concerning logical fallacies and rhetorical appeals' techniques explained in the lecture as evidenced in their reading exercises, midterm and final exam and in paragraph 5 on applying critical thinking to Freud's writing. Critical thinking skills were broken down in the same manner on the final exam essay: none of the 3 students took the final. It is my theory that the critical reading and writing exercises added to the course this semester aided the students tremendously in passing the class (same 3 students did not pass the class).</p>	<p>In Spring 2017, I will continue to do what I did this semester. I will leave in the critical reading assignment definitely and the alternative video assignments. I will eliminate the lecture notes assignments. The major overhaul I did on the lessons this semester in general had a positive effect on SLO outcomes so I will continue using the critical reading applications.</p>	<p>abandoned in Spring 2017. These exercises represented a redundancy in coursework that was just annoying rather than helpful.</p>	
				<p>87% of 15 students (or 13 out of the 15 students) on weekly reading exercises reflect an understanding of critical thinking techniques in response to reading. I was asked to add critical reading to the class by the dean and the other evaluator of my teaching in my last evaluation which I did this semester. The students did extremely well on the critical reading assessment exercises. One of the 2 students did not complete the class and I worked via email with the other student, encouraging that student to revise her work to get a higher grade but to no avail. The students in general had no major problems all semester long with reading comprehension concerning logical fallacies and propaganda techniques explained in the lecture as evidenced in their reading exercises, midterm and final exam and in paragraph 5 where they are required to apply their knowledge of critical thinking to Sigmund Freud's theories. Critical thinking skills were broken down in the same manner on the final exam essay: the same 2 students did not pass this</p>	<p>In Spring 2017, I intend to repeat what I did this semester. I will leave in the critical reading assignment definitely and the alternative video assignments. I will eliminate the lecture notes assignments. The major overhaul I did on the lessons this semester in general had a positive effect on SLO outcomes so I will continue using the critical reading applications.</p>	<p>To get the students to do thorough work in this class on rhetorical appeals, I added 2 lecture assignments (an exercise and a quiz), I added a critical reading exercise per instructions from my last evaluation, I re-designed all of the essays in the class, I added very specific grading rubrics to the essays assigned, and I added alternative assignments for the videos due to captioning compliance. The added critical reading exercises and reworking of the essay grading process made an effect on the students' understanding of bias and propaganda techniques. The lecture exercises and quizzes did not work and will be abandoned in Spring 2017.</p>	

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				assessment. It is my assessment that the critical reading and writing exercises added to the course this semester aided the students tremendously in passing the class (same 2 students did not pass the class).	In Spring 2017, I intend to repeat what I did this semester. I will leave in the critical reading assignment definitely and the alternative video assignments. I will eliminate the lecture notes assignments. The major overhaul I did on the lessons this semester in general had a positive effect on SLO outcomes so I will continue using the critical reading applications.	To get the students to do thorough work in this class on rhetorical appeals, I added 2 lecture assignments (an exercise and a quiz), I added a critical reading exercise per instructions from my last evaluation, I re-designed all of the essays in the class, I added very specific grading rubrics to the essays assigned, and I added alternative assignments for the videos due to captioning compliance. The added critical reading exercises and reworking of the essay grading process made an effect on the students' understanding of bias and propaganda techniques. The lecture exercises and quizzes did not work and will be abandoned in Spring 2017.	

				Average of submitted essays was 66%. 19/22 or 86% of the students submitted the assignment, which 14/22 or 64% were successful with a "C" or higher, 5/22 or 23% didn't follow the guidelines, and 3/22 or 14% failed to submit the assignment.	The pass rate for this SLO is still poor though improving. Based on the number of students who participated (19), a pass rate of 14/19 or 74% is acceptable. However, 3/5 students who completed the assignment but did not receive a passing grade had committed plagiarism, leading to the poor grade. Knowing this, comprehension of the rhetorical mode was not the issue but, instead, comprehension of plagiarism was. As well, these students did not feel that plagiarism was a concern or that revising the assignment was worth their time since they did not revise despite being given the opportunity to do so; for the future, I will focus on clarifying	Based on the results of teaching this assignment Summer 2016, the percentage of passing grades has gone up from 57% to 64%; the percentage of students who submitted but did not pass went down from 43% to 23%; however, the percentage of students who did not participate increased from 0% to 14%. This assignment was not altered from the Summer 2016 course to this Fall 2016 course.	
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Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Average of submitted essays was 66%. 19/22 or 86% of the students submitted the assignment, which 14/22 or 64% were successful with a "C" or higher, 5/22 or 23% didn't follow the guidelines, and 3/22 or 14% failed to submit the assignment.	plagiarism concepts prior to the completion of the assignment along with documentation criteria. As well, I plan on implementing more practice advertisement analysis activities in class prior to this assignment's due date.	Based on the results of teaching this assignment Summer 2016, the percentage of passing grades has gone up from 57% to 64%; the percentage of students who submitted but did not pass went down from 43% to 23%; however, the percentage of students who did not participate increased from 0% to 14%. This assignment was not altered from the Summer 2016 course to this Fall 2016 course.	
				Data shows that students are passing the assignment, scoring an average of 4.4/5 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 seems to be an effective assignment	
				Students scored a 3.92 out of 5 on average. This is slightly lower than other classes.	Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.	None. The essay seems to be effective.	
				Students scored a 4.07 out of 5 on average. This is slightly lower than previous semesters know it still demonstrates that students are satisfactorily completing the SLO.	Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.	None. The essay seems to be effective.	
				Students scored a 4.21 out of 5 average. This is equivalent to previous semesters.	Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.	None. The essay seems to be effective.	
				Students scored a 4.71 out of 5 on average. This is better than Fall 15 results. However, there are more students who did not complete this requirement.	Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.	None. The essay seems to be effective.	
		SLO #2	Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments.	2 students out of 15 did not complete the essay due to absences	None		
				64% of 14 students (or 9 out of the 14	Since some of the students	I decided to make drastic changes to the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>students) on final exam reflect an understanding of critical thinking techniques in response to reading and writing. The students did not do as well on the critical reading and writing responses in objective and essay questions on the final exam as the other section of this class I was teaching concurrently. 3 of the 6 students who did not pass the final exam did not take the final exam. The other 3 students did well on the objective critical thinking portion of the final exam but either did not do the essay or did not complete the essay portion. The 9 students who passed the final had an excellent comprehension of the critical thinking reading and their writing reflected these critical thinking skills. Some students freeze up on the final and do not do as well as they do in their other assignments. Some students run out of time on the final exam. Some student just give up while doing the final and decide to let the rest of their grade “speak” for their success in the class. The final exam is 30% of their grade in ENGL 1C. I do not know what happened exactly to the 3 students who did not pass the exam in this class. I am not sure the final exam accurately reflected the students’ comprehension of application of critical thinking in this particular class.</p>	<p>did not do so well in this class this semester on the final exam, I am going to add another critical thinking assessment element, a research paper, to ENGL 1C in Spring 2017 and evaluate then whether indeed the students are really improving their critical thinking skills by using the changes I have made in the course. The paper will be posted in stages throughout the course and will reflect the reading, discussion and writing on critical thinking that has been practiced throughout the class. This will hopefully assist me in determining why some students are having trouble applying the content from this course to their own writing.</p>	<p>way I was teaching ENGL 1C, which I outlined in my SLO 1 report here and some of these changes (the addition of a critical reading element for one and the addition of critical thinking to paragraph 5 on the Freud reading for another) assisted the students in understanding the purposes and goals of this class. I need to evaluate more fully what happened to the 3 students who did not pass the final exam and see if these are anomalies. I do know that all 3 of these students passed SLO 1. Also, I do know that 2 of the 3 students passed essay 5 where they apply bias and propaganda techniques to Freud’s theories. All 3 students passed their paragraph writing where they applied critical thinking skills to the readings. 1 of the 3 students did not pass the midterm exam either. Perhaps these 3 students are bad test takers??? I am not sure the final exam accurately portrayed their understanding of critical thinking but it did accurately assess their problem with applying critical thinking skills to writing. I must address this in Spring 2017 and I will.</p>	
				<p>87% of 15 students (or 13 out of the 15 students) on final exam reflect an understanding of critical thinking techniques in response to reading and writing. The students did extremely well on the critical reading and writing responses in objective and essay questions on the final exam. One of the 2 students did not complete the class so he did not take the final exam and the other student struggled with critical thinking assessments during the entire course. I worked with her on many occasions but it</p>	<p>Since the students did so well in this class this semester, I am going to add another critical thinking assessment element, a research paper, to ENGL 1C in Spring 2017 and evaluate then whether indeed the students are really improving their critical thinking skills by using the changes I have made in the course. The</p>	<p>I decided to make drastic changes to the way I was teaching ENGL 1C, which I outlined in my SLO 1 report here and some of these changes (the addition of a critical reading element for one and the addition of critical thinking to paragraph 5 on the Freud reading for another) assisted the students in understanding the purposes and goals of this class.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				did not help her. These results are identical to the results for SLO 1.	paper will be posted in stages throughout the course and will reflect the reading, discussion and writing on critical thinking that has been practiced throughout the class.	I decided to make drastic changes to the way I was teaching ENGL 1C, which I outlined in my SLO 1 report here and some of these changes (the addition of a critical reading element for one and the addition of critical thinking to paragraph 5 on the Freud reading for another) assisted the students in understanding the purposes and goals of this class.	
				Average of submitted essays was 83%. 16/22 or 73% of the students submitted the assignment, which 12/22 or 55% were successful with a "C" or higher, 4/22 or 18% didn't follow the guidelines, and 6/22 or 27% failed to submit the assignment.	The pass rate for this SLO is acceptable. Based on the number of students who participated (16), a pass rate of 12/16 or 75% is acceptable. As well, 2/4 students who completed the assignment but did not receive a passing grade had committed plagiarism, leading to the poor grade, and 2/6 students who did not submit the assignment had stopped attending class a month before this assignment was due. Considering these situations, comprehension of the assignment was not the issue but, instead, comprehension of plagiarism and attendance/participation. For the future, I will not alter the assignment or in-class activities leading up to it; however, I will encourage students to complete the assignment and to receive help from me or tutors in order to improve completion rates and decrease plagiarism.	Based on the results of teaching this assignment Summer 2016, the percentage of passing grades has gone down from 77% to 55%; the percentage of students who submitted but did not pass went down from 30% to 18%; however, the percentage of students who did not participate increased from 0% to 27%. This assignment was not altered from the Summer 2016 course to this Fall 2016 course.	
				Data shows that students are passing the assignment, again scoring an average of 3.75/5. These results demonstrate that	Continue to show segment.	I didn't make any changes so far as content.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				students have a more than satisfactory understanding rhetorical appeals and biases. 6 students enrolled in the class did not participate.	Continue to show segment.	I didn't make any changes so far as content.	
				Data shows that students are passing the assignment, again scoring an average of 3.75/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. Half of the students enrolled in the class did not participate.	Continue to show segment, but possibly consider another method of examination and/or more focus on the examination since this is one of the lower SLO scores. Students opted to do a take-home midterm and many forgot to do it. In the future, for hybrid courses, I plan to emphasize the importance of midterm more stringently.	I didn't make any changes so far as content.	
				Data shows that students are passing the assignment, again scoring an average of 3.75/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. 4 students enrolled in the class did not participate.	Continue to show segment, but possibly consider another method of examination or more focus on the examination since this is one of the lower SLO scores.	I didn't make any changes so far as content.	
				Data shows that students are passing the assignment, again scoring an average of 4.29/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. In fact, this class did significantly better than most in this exam. They seem to like the in-class lessons better than the homework.	Continue to show segment, but possibly consider another method of examination or more focus on the examination since this is one of the lower SLO scores.	I didn't make any changes so far as content.	
				Data shows that students are passing the assignment, scoring an average of 4.6/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	The segment seems to help students understand and apply the ideas to other texts. I will keep this through next semester at least.	None. We watched a segment about the blue eyes/brown eyes experiment and talked about the idea of double-consciousness before testing	
	ENGL 50	SLO #1	Students will be able to read and analyze an article or essay and compose an essay in response.	100% completed the essay with a grade of C or better: 5 "A"s, 3 "B"s and 6 "C"s.	I plan to continue, when the opportunity arises, to implement the Cause and Effect essay because it is	Cause and effect essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ENGL 50	SLO #1	Students will be able to read and analyze an article or essay and compose an essay in response.	100% completed the essay with a grade of C or better: 5 "A"s, 3 "B"s and 6 "C"s.	directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time.	significant because it informs all pedagogical designs for the class. I will continue to use this essay. No changes will be made at this time.	
				13 students passed. 5 failed to respond. 6 students did not submit an essay.	I will continue to let them do the two drafts. However, I think I will change our weekly discussion to a partner peer review. I will give them a question sheet to fill out as the review. This will make it easier for them to do a peer review.	I broke this essay assignment up into two drafts over two weeks. This was the week they did the final draft after receiving my feedback on the first draft. The grades went up dramatically on the final draft when they were able to use my feedback to revise. I also was able to refer some students to the tutoring help before they wrote the final version.	
				16 students completed the exercise. One student failed while 15 students passed with a "C" or better. The number of students passing was 94.3%. 3 students did not attempt the exercise.	Students are still having problems remembering to back up their ideas to show the reader exactly what they are saying. I will place this exercise closer to the rough draft week so that the students will be able to remember their plagiarism and quotation work.	I asked the students to provide quotes from the passages to back up their answer of unacceptable. This will not only help them practice using quotes in a simple paragraph or two, but will also help them understand how to back up their ideas. Several of the students answered the questions well but didn't bring in quotes. I deducted points for this.	
				Of 27 students, 8 did not turn in the assignment and are not included in this assessment. Of the 15 who did submit the assignment, 4 were in the "A" range (90-100); 3 were in the "B" range (80-89); 6 were in the "C" range (70-79); 1 was in the "D" range (60-69); and 1 was in the "F" range (59 and lower).	The results indicate that the changes made had a positive effect on students' grades. Most of the errors stemmed from a lack of cohesion (e.g., choppy or missing transitions between ideas, lack of explanation of ideas), which is to be expected in a preparatory writing course. I plan on emphasizing the need for	The reading for the assignment was changed to a topic a little more accessible to students: reasons why friendships end. Students were asked to write an essay comparing the author's ideas about this topic to current culture to create an argument centered around how the reasons for friendships end today stay the same or differ, based off of changes in culture, especially in terms of technology. The directions were rewritten to be more clear and more in-depth notes on how to create a cohesive	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Of 27 students, 8 did not turn in the assignment and are not included in this assessment. Of the 15 who did submit the assignment, 4 were in the "A" range (90-100); 3 were in the "B" range (80-89); 6 were in the "C" range (70-79); 1 was in the "D" range (60-69); and 1 was in the "F" range (59 and lower).</p>	<p>transitions and one, central idea more heavily in the comments on the writing assignments that lead up to this particularly writing assignment, so that they understand its importance. If able to gain permission, I will add examples: one of a paper that does a good job creating cohesion, and highlight the transitions and explanations that bring the ideas together, and one that doesn't create unity quite as well (with notes on what doesn't work and why).</p>	<p>argument were included in the lecture. The high success rate on the paper shows that the changes made from the previous assignment increased grades.</p>	
				<p>Of 28 students, 9 did not turn in the assignment and are not included in this assessment. Of the 15 who did submit the assignment, 2 were in the "A" range (90-100); 4 were in the "B" range (80-89); 5 were in the "C" range (70-79); 3 were in the "D" range (60-69); and 1 was in the "F" range (59 and lower).</p>	<p>The results indicate that the changes made had a positive effect on students' grades. Most of the errors stemmed from a lack of cohesion (e.g., choppy or missing transitions between ideas, lack of explanation of ideas), which is to be expected in a preparatory writing course. I plan on emphasizing the need for transitions and one, central idea more heavily in the comments on the writing assignments that lead up to this particularly writing assignment, so that they understand its importance. If able to gain permission, I will add examples: one of a paper that does a good job creating cohesion, and highlight the transitions and explanations that bring the ideas together, and</p>	<p>The reading for the assignment was changed to a topic a little more accessible to students: reasons why friendships end. Students were asked to write an essay comparing the author's ideas about this topic to current culture to create an argument centered around how the reasons for friendships end today stay the same or differ, based off of changes in culture, especially in terms of technology. The directions were rewritten to be more clear, and more in-depth notes on how to create a cohesive argument were included in the lecture. While the target was met, very few grades were in the "A" and "B" grades, showing there has been some improvement, but there is still room for more.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Of 28 students, 9 did not turn in the assignment and are not included in this assessment. Of the 15 who did submit the assignment, 2 were in the "A" range (90-100); 4 were in the "B" range (80-89); 5 were in the "C" range (70-79); 3 were in the "D" range (60-69); and 1 was in the "F" range (59 and lower).	<p>one that doesn't create unity quite as well (with notes on what doesn't work and why).</p> <p>I also plan on sending out more frequent messages to students reminding them that if they have questions, they need to ask. Many of the poor grades stemmed from writing about something unrelated to the topic assigned, which could be because students did not understand the prompt, or that they didn't read it thoroughly. Pursuing students to ask for help may improve this result.</p>	<p>The reading for the assignment was changed to a topic a little more accessible to students: reasons why friendships end. Students were asked to write an essay comparing the author's ideas about this topic to current culture to create an argument centered around how the reasons for friendships end today stay the same or differ, based off of changes in culture, especially in terms of technology. The directions were rewritten to be more clear, and more in-depth notes on how to create a cohesive argument were included in the lecture.</p> <p>While the target was met, very few grades were in the "A" and "B" grades, showing there has been some improvement, but there is still room for more.</p>	
				Speculation essay: 24/28 or 85% successfully completed the assignment with a "C" or higher. 4/28 or 14% of students failed to follow criteria. No one failed to submit the assignment.	I will continue with a Speculation essay; however, I will create a short worksheet asking students to follow a trend about the subject which lead to their conclusion.	Although I assign a Speculation essay every semester, this was the first time I gave this assignment with particular topic.	
				Students were tasked with discussion prompts on an annual, weekly basis	None indicated		
				The average grade, among the 19 essays turned in, was, "C." 2 received a "A," 8 received a "B," 6 received a "C," and 3 received a "D." The error made most often among all students was the lack of organization that follows a clear thesis statement.	For each of the four essay assignments, my students were required to bring their free writing and first drafts to class, for my review, prior to turning in their final draft. I will continue to require outlining as a second step in their process.	As we moved forward, to the other three essay assignments, I added an outline to their prewriting steps.	
		SLO #1A (Urmston)	Read and analyze an article and compose a response	Out of 29 students, 24 passed with a 'C' or better (75% of 100) (82.7%)	Continue to stress strategies for timed essays.	Used a different essay, discussed certain composition strategies.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to incorporate research into essays using MLA documentation style.	100% completed the essay with a grade of C or better: 8 "A"s, 3 "B"s and 3 "C"s.	I plan to continue, when the opportunity arises, to implement the Propose a Solution essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time.	Propose a Solution essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. No changes will be made at this time.	
				13 students passed. 5 failed to respond. 6 students did not submit an essay.	Giving the students more time to grasp MLA seems to have helped. I will continue to work with students on how to choose credible sources for a college level research paper.	I gave the students five weeks of MLA review before requiring they use research citations in their work.	
				16 students turned in a rough draft. 16 students turned in a final draft. (A research paper is required to pass this class.) According to the results in the compare tool, all the students read my comments and revised accordingly. That was the first time this has happened. Some students were more successful at revising than others, but no one got less than 70% on his or her final draft. In this case, 100% of the students achieved the goal.	If I warn the students that I am using the compare tool, I get a better response in the revision stage. I don't think I can expect to get 100% cooperation each time I teach the class, but using this tool will certainly give students more motivation to revise.	I began using the compare tool in Word. I had a higher rate of students reading my comments and responding to them with their revisions.	
				27/30 or 90% completed the assignment with a "C" or higher. 3/30 or 10% failed to submit the assignment.	My action plan for next semester is to have the student prepare a proposal of his or her topic before writing the research paper.	Because of the changes in the MLA documentation, I created a worksheet, along with using Owl Perdu, to assure students of current changes.	
				Of 27 students, 13 submitted their assignment. The 14 missing papers are not included in this assessment. Of the 13	The biggest impact on these grades was the citations; students either	The lecture notes around quoting and citing were changed extensively to add lots of detail about block quoting,	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>submissions, 7 were in the “B” range (120-134); 2 were in the “C” range (105-119); 2 were in the “D” range (90-104); and 2 were in the “F” range (89-under).</p>	<p>did not include in-text citations at all, or they cited their sources improperly. Because students submit an annotated bibliography the week prior to the essay, I point out the errors in their citations (not how to fix them, but where they are wrong), and point them to an online source that shows them exactly how to do that, yet most students still did not fix their citations. I plan to emphasize the need for accurate citations around an emphasis on plagiarism: without PROPER citations, students are not correctly giving credit where credit is due, which can be seen as plagiarism. Without in-text citations at all, they are not giving credit to others at all. The added emphasis (in bold, all caps, more commanding tone, etc.) should add a sense of urgency in the matter to students, and hopefully combat the laziness of not reading the lecture notes/handbook/online resource on how to cite properly.</p>	<p>freestanding quotes, and how to incorporate others ideas into students’ ideas, rather than report on what others say.</p> <p>The results indicate that these changes had a positive effect on most students’ grades; the markdowns came from lack of explanation/transitions, and cohesion.</p>	
				<p>Of 28 students, 15 submitted their assignment. The 13 missing papers are not included in this assessment. Of the 15 submissions, 4 were in the “A” range (135-150); 6 were in the “B” range (120-134); 3 were in the “C” range (105-119); 1 was in the “D” range (90-104); and 1 was in the “F” range (89-under).</p>	<p>The biggest impact on these grades was the citations; students either did not include in-text citations at all, or they cited their sources improperly. Because students submit an</p>	<p>The lecture notes around quoting and citing were changed extensively to add lots of detail about block quoting, freestanding quotes, and how to incorporate others ideas into students’ ideas, rather than report on what others say.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Of 28 students, 15 submitted their assignment. The 13 missing papers are not included in this assessment. Of the 15 submissions, 4 were in the "A" range (135-150); 6 were in the "B" range (120-134); 3 were in the "C" range (105-119); 1 was in the "D" range (90-104); and 1 was in the "F" range (89-under).</p>	<p>annotated bibliography the week prior to the essay, I point out the errors in their citations (not how to fix them, but where they are wrong), and point them to an online source that shows them exactly how to do that, yet most students still did not fix their citations. I plan to emphasize the need for accurate citations around an emphasis on plagiarism: without PROPER citations, students are not correctly giving credit where credit is due, which can be seen as plagiarism. Without in-text citations at all, they are not giving credit to others at all. The added emphasis (in bold, all caps, more commanding tone, etc.) should add a sense of urgency in the matter to students, and hopefully combat the laziness of not reading the lecture notes/handbook/online resource on how to cite properly. When comparing both sections of this course this semester, this particular class performed much better on this assignment, especially in citations, than the other class; both had the same instructions and the same kind of feedback.</p>	<p>The results indicate that these changes had a positive effect on most students' grades; the markdowns came from lack of explanation/transitions, and cohesion.</p>	
				<p>Research essay assignment requiring students to acquire sources in support of their thesis and format their work in MLA style.</p>	<p>More in-depth demonstration and online presentations with regard to MLA style and acquiring</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Research essay assignment requiring students to acquire sources in support of their thesis and format their work in MLA style.	research through the library's resources.		
		SLO #2A (Urmston)	Incorporate research with essays using MLA style	Out of 27 students who turned in the essay, 26 passed with a 'C' or better (96.2%)	I would like to incorporate a library visit to improve quality of sources.	Offered a slightly different prompt than last semester.	
		SLO #3A (Urmston)	Understand Essay & Paragraph Structure	Out of 27 students, 23 passed with 75% or better (85.1%)	Practice exams might help the scores.	Used a different simulated essay to avoid anyone borrowing from previous students.	
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, but because of low enrollment, this class was changed to Independent Study. There was one student registered for the class, and one student auditing. The auditing student successfully met the SLO's, but the registered student, though significant progress was made, did not yet master this SLO.	No more Independent Study for this level.	This "class" met concurrently with more advanced classes, and I approached as group rotation, with additional hours offered on alternate days. I also combined instruction with online grammar practice and rotated in supplemental instruction with a student worker. But this was not a good plan and will not be attempted again.	
		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, but because of low enrollment, this class was changed to Independent Study. There was one student registered for the class, and one student auditing. The auditing student successfully met the SLO's, but the registered student, though significant progress was made, did not yet master this SLO.	No more Independent Study for this level.	This "class" met concurrently with more advanced classes, and I approached as group rotation, with additional hours offered on alternate days. I also combined instruction with online grammar practice and rotated in supplemental instruction with a student worker. But this was not a good plan and will not be attempted again.	
		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, but because of low enrollment, this class was changed to Independent Study. There was one student registered for the class, and one student auditing. The auditing student successfully met the SLO's, but the registered student, though significant progress was made, did not yet master this SLO.	No more Independent Study for this level.	This "class" met concurrently with more advanced classes, and I approached as group rotation, with additional hours offered on alternate days. I also combined instruction with online grammar practice and rotated in supplemental instruction with a student worker. But this was not a good plan and will not be attempted again.	
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 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to	This class was unusual in that we lost an entire class session due to the fire closure, and we were, therefore, unable to do as much as usual. However, students remained engaged, and I continued to assign presentations, even though 106 does not require it, feeling it	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	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 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO.	distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I need to research this further.	necessary to begin to expose them to the use of the computer. All students registered demonstrated growth in fluency and active and appropriate participation in conversations on varied familiar topics	
		SLO #2	Implement newly-learned vocabulary and request clarification as necessary when participating in extended conversations, speeches, and class discussions on social, vocational, and abridged academic topics.	This class is taught concurrently with ESL 116. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I need to research this further.	This class was unusual in that we lost an entire class due to the fire closure, and we were, therefore, unable to so as much as usual. However, students remained engaged, and I continued to assign presentations, even though 106 does not require it, feeling it necessary to begin to expose them to the use of the computer. All students registered demonstrated growth in fluency and active and appropriate participation in conversations on varied familiar topics	
		SLO #3	Demonstrate growth in fluency of listening comprehension and production of speech.	This class is taught concurrently with ESL 116. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I need to research this further.	This class was unusual in that we lost an entire class due to the fire closure, and we were, therefore, unable to so as much as usual. However, students remained engaged, and I continued to assign presentations, even though 106 does not require it, feeling it necessary to begin to expose them to the use of the computer. All students registered demonstrated growth in fluency and active and appropriate participation in conversations on varied familiar topics	
	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 7 students on the roster. Of those 7, 5 students completed the class, and of those 5, 4 students successfully met this SLO. The student who did not meet this SLO made significant progress but did not yet master this SLO. The class also had 4-5 students auditing (depending on time in the semester.	Continue introducing most difficult sounds at the beginning to practice throughout. Introduce songs earlier so that students can learn the lyrics earlier, and more directly tie practice to the text so that students have a reference point.	As in previous semesters, I approached the class teaching the foundational components through the first half of the class and giving more practice the second half, though, as usual, I also introduced and practiced some of the most difficult sounds (ex. Tongue twisters and specific paired sounds: sh/ch, for example). This generally works well, and I saw the benefit in the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ESL 107	SLO #1	Pronounce all consonants and vowels of American English using common patterns of stress, intonation, and rhythm.	This semester, we had repeated incidents of one student's stalking behavior, which, I believe, negatively impacted student progress. This was a 12 week class, and we met only once a week. One entire class was lost because class was dismissed for potential safety concerns. Stalking incidents also interrupted 2 other classes before the situation was resolved, and though instruction was renewed, it did definitely affect instruction and comfort of students, which affects, in turn, work on fluency.	Integrate homophones into the curriculum and start them earlier, also. Start work with recordings earlier in the class. Have students self-evaluate/identify difficult sounds, not just to produce but to understand as a listener.	results. However, I did lose 2 students (reasons unknown). Also, as before, I recorded student voicemails and played them in class, as well as emailed them to the recording students (their own recordings, not others).	
		SLO #2	Examine one's own production of sounds that cause problems in communication with American speakers of English and practice difficult phonemes to promote clarity in communication.	At the end of the semester, I had 7 students on the roster. Of those 7, 5 students completed the class, and of those 5, 4 students successfully met this SLO. The student who did not meet this SLO made significant progress but did not yet master this SLO. The class also had 4-5 students auditing (depending on time in the semester). This semester, we had repeated incidents of one student's stalking behavior, which, I believe, negatively impacted student progress. This was a 12 week class, and we met only once a week. One entire class was lost because class was dismissed for potential safety concerns. Stalking incidents also interrupted 2 other classes before the situation was resolved, and though instruction was renewed, it did definitely affect instruction and comfort of students, which affects, in turn, work on fluency.	Continue introducing most difficult sounds at the beginning to practice throughout. Introduce songs earlier so that students can learn the lyrics earlier, and more directly tie practice to the text so that students have a reference point. Integrate homophones into the curriculum and start them earlier, also. Start work with recordings earlier in the class. Have students self-evaluate/identify difficult sounds, not just to produce but to understand as a listener.	As in previous semesters, I approached the class teaching the foundational components through the first half of the class and giving more practice the second half, though, as usual, I also introduced and practiced some of the most difficult sounds (ex. Tongue twisters and specific paired sounds: sh/ch, for example). This generally works well, and I saw the benefit in the results. However, I did lose 2 students (reasons unknown). Also, as before, I recorded student voicemails and played them in class, as well as emailed them to the recording students (their own recordings, not others).	
		SLO #3	Demonstrate understanding of the articulatory system, where and how sounds are made in American English.	I give this quiz early in the semester because we begin with sound production and the articulatory system. 11 students took this exam, (including auditing students). Of those 11, 7 students successfully met this SLO. (We did continue working on this after the quiz).	What we did worked but need to practice more. May consider bringing in an articulatory model to demonstrate the locations of sound production. Needs research or	Most students successfully met this SLO, but the 4 who took it but were not successful... one was ill, 2 missed the lectures/practice, and the last was newly back to school after decades of "real life". The approach is functional, but I believe we should have done more	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Demonstrate understanding of the articulatory system, where and how sounds are made in American English.	<p>At the point of assessment, 64% successfully met this SLO. 1 registered student was not assessed for this SLO.</p> <p>This semester, we had repeated incidents of one student's stalking behavior, which, I believe, negatively impacted student progress. This was a 12 week class, and we met only once a week. One entire class was lost because class was dismissed for potential safety concerns. Stalking incidents also interrupted 2 other classes before the situation was resolved, and though instruction was renewed, it did definitely affect instruction and comfort of students, which affects, in turn, work on fluency.</p>	potential change to curriculum.	practice /possibly assessed later in the semester.	
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 3 students registered at the end of the class, and all 3 students successfully met this SLO.	I need to find an level and audience appropriate full-length text for the content of American culture. Develop my own supplemental materials and packet.	In the last 2 years, I have used a textbook and a full-length text in this 6 week class. The topic for this semester was American culture, and I used the textbook and online materials rather than a full-length text because I did not find a topic related text I really wanted to use that was level and audience appropriate... Therefore, I focused more on the textbook. It was strategy focused. The registered student worked very hard and made significant progress, but needs more time/repetition because of decades distance from past educational experience.	
		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 3 students registered at the end of the class, and all 3 students successfully met this SLO.	I need to find an level and audience appropriate full-length text for the content of American culture. Develop my own supplemental materials and packet.	In the last 2 years, I have used a textbook and a full-length text in this 6 week class. The topic for this semester was American culture, and I used the textbook and online materials rather than a full-length text because I did not find a topic related text I really wanted to use that was level and audience appropriate... Therefore, I focused more on the textbook. It was strategy focused. The registered student worked very hard and made significant progress, but	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 3 students registered at the end of the class, and all 3 students successfully met this SLO.	I need to find an level and audience appropriate full-length text for the content of American culture. Develop my own supplemental materials and packet.	needs more time/repetition because of decades distance from past educational experience.	
		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 3 students registered at the end of the class, and all 3 students successfully met this SLO.	What we did work but could be strengthened with adjustment in scheduling to ensure more practice with word forms and affixes. Need to continue refinement of sorted (alphabetized) running vocabulary logs. Also, should start online grammar program in the Speaking class rather than wait for this class.	I worked more on reference tools, building vocabulary with online resources such as online dictionary and thesaurus, as well as vocabulary sites, such as freerice.com. We worked on word forms, and the work on affixes this semester focused more on suffixes. Need to do more with affixes. I also had them start working with word forms in class and via online program (My English Lab). Helpful.	
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, but because of low enrollment, this class was changed to Independent Study. There was one student registered for the class. Though significant progress was made, the student did not yet master this SLO because she did not complete the class.	No more Independent Study for this level.	This "class" met concurrently with more advanced classes, and I approached as group rotation, with additional hours offered on alternate days. I also combined instruction with online grammar practice and rotated in supplemental instruction with a student worker. But this was not a good plan and will not be attempted again.	
		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, but because of low enrollment, this class was changed to Independent Study. There was one student registered for the class. Though significant progress was made, the student did not yet master this SLO because she did not complete the class.	No more Independent Study for this level.	This "class" met concurrently with more advanced classes, and I approached as group rotation, with additional hours offered on alternate days. I also combined instruction with online grammar practice and rotated in supplemental instruction with a student worker. But this was not a good plan and will not be attempted again.	
		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, but because of low enrollment, this class was changed to Independent Study. There was one student registered for the class. Though significant progress was made, the student did not yet master this	No more Independent Study for this level.	This "class" met concurrently with more advanced classes, and I approached as group rotation, with additional hours offered on alternate days. I also combined instruction with online grammar practice and rotated in	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Compose paragraphs to define ideas, describe people or places, narrate events, compare/ contrast cultures, and express opinions.	SLO because she did not complete the class.	No more Independent Study for this level.	supplemental instruction with a student worker. But this was not a good plan and will not be attempted again.	
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 2 students registered at the end of the semester. Of the 9 students who completed the class, 2 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I also need to change curriculum so that use of technology is specifically included in the required skills.	I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point, though the course outline does not specifically require use of technology. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome. Another thing that contributed to the success of the class were the several students auditing the class (numbers not represented above because they were not "officially" enrolled. They also achieved success and positively contributed to the success of others in the class.	
		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 2 students registered at the end of the semester. Of the 9 students who completed the class, 2 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I also need to change curriculum so that	I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point, though the course outline does not specifically require use of technology. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do	

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		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 2 students registered at the end of the semester. Of the 9 students who completed the class, 2 students participated in the final assessment and 100% successfully met this SLO.	use of technology is specifically included in the required skills. I need to continue to research that.	2 presentations in this class. It was a very successful outcome. Another thing that contributed to the success of the class were the several students auditing the class (numbers not represented above because they were not “officially” enrolled. They also achieved success and positively contributed to the success of others in the class.	
		SLO #3	Build confidence and demonstrate continued growth in listening comprehension and fluency of production of speech covering an increasing range of topics.	This class is taught concurrently with ESL 106. There were 2 students registered at the end of the semester. Of the 9 students who completed the class, 2 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I also need to change curriculum so that use of technology is specifically included in the required skills. I need to continue to research that.	I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point, though the course outline does not specifically require use of technology. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome. Another thing that contributed to the success of the class were the several students auditing the class (numbers not represented above because they were not “officially” enrolled. They also achieved success and positively contributed to the success of others in the class.	
	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	This class is taught concurrently with ESL 102. There were 3 students registered at the end of the class, and all 3 students successfully met this SLO.	I need to find an level and audience appropriate full-length text for the content of American culture. Develop my own supplemental materials and packet.	In the last 2 years, I have used a textbook and a full-length text in this 6 week class. The topic for this semester was American culture, and I used the textbook and online materials rather than a full-length text because I did not find a topic related text I really wanted	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ESL 122	SLO #1	reading speed.	This class is taught concurrently with ESL 102. There were 3 students registered at the end of the class, and all 3 students successfully met this SLO.		to use that was level and audience appropriate... Therefore, I focused more on the textbook. It was strategy focused. The registered student worked very hard and made significant progress, but needs more time/repetition because of decades distance from past educational experience.	
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	This class is taught concurrently with ESL 102. There were 3 students registered at the end of the class, and all 3 students successfully met this SLO.	I need to find an level and audience appropriate full-length text for the content of American culture. Develop my own supplemental materials and packet.	In the last 2 years, I have used a textbook and a full-length text in this 6 week class. The topic for this semester was American culture, and I used the textbook and online materials rather than a full-length text because I did not find a topic related text I really wanted to use that was level and audience appropriate... Therefore, I focused more on the textbook. It was strategy focused. The registered student worked very hard and made significant progress, but needs more time/repetition because of decades distance from past educational experience.	
		SLO #3(1)	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 3 students registered at the end of the class, and all 3 students successfully met this SLO.	What we did work but could be strengthened with adjustment in scheduling to ensure more practice with word forms and affixes. Need to continue refinement of sorted (alphabetized) running vocabulary logs. Also, should start online grammar program in the Speaking class rather than wait for this class.	I worked more on reference tools, building vocabulary with online resources such as online dictionary and thesaurus, as well as vocabulary sites, such as freerice.com. We worked on word forms, and the work on affixes this semester focused more on suffixes. Need to do more with affixes. I also had them start working with word forms in class and via online program (My English Lab). Helpful.	
	ESL 124	SLO #1	Compose short essays with assertive thesis statements, logical support, and conclusions using a variety of rhetorical modes.	This class is taught concurrently with ESL 134. There were 7 students registered for these classes (20734 was an Independent Study due to student's time conflict in schedule). Of the 7 students registered, 6 students successfully met this SLO. The student who did not master this SLO did not complete the class. Of the students who completed the class, 100% of	I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction and drafting from earlier in the semester/class. Also need to have them do	I focused more on writing process and drafting, making revisions expected rather than optional. This was a good approach, but I needed to do it earlier in the semester/class. Everyone made significant progress and responded well to the fact that revisions were expected/required or strongly recommended.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
ESL 124	SLO #1		Compose short essays with assertive thesis statements, logical support, and conclusions using a variety of rhetorical modes.	students successfully met this SLO.	more writing in the reading class.	I had more challenge than I have seen with students copying from research without citation (which I found to be more the norm in their educational backgrounds) so I need also to introduce MLA and expectations of citation/crediting sources earlier.	
	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 7 students registered for these classes (20734 was an Independent Study due to student's time conflict in schedule). Of the 7 students registered, 6 students successfully met this SLO. The student who did not master this SLO did not complete the class. Of the students who completed the class, 100% of students successfully met this SLO.	I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction and drafting from earlier in the semester/class. Also need to have them do more writing in the reading class and cover MLA and citations.	I focused more on writing process and drafting, making revisions expected rather than optional. This was a good approach, but I needed to do it earlier in the semester/class. Everyone made significant progress and responded well to the fact that revisions were expected/required or strongly recommended. I had more challenge than I have seen with students copying from research without citation (which I found to be more the norm in their educational backgrounds) so I need also to introduce MLA and expectations of citation/crediting sources earlier.	
	SLO #3		Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.	This class is taught concurrently with ESL 134. There were 7 students registered for these classes (20734 was an Independent Study due to student's time conflict in schedule). Of the 7 students registered, 6 students successfully met this SLO. The student who did not master this SLO did not complete the class. Of the students who completed the class, 100% of students successfully met this SLO.	I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction and drafting from earlier in the semester/class. Also need to have them do more writing in the reading class.	I focused grammar instruction on more sophisticated sentence structure development, and I asked students to self-correct, using information I shared with them. I also changed the Final Exam to focus more on application of what they have learned. I also made revisions strongly recommended or required instead of optional so as to solidify the focus on the writing process.	
ESL 126	SLO #1		Prepare and deliver informal and basic formal speeches of 5 minutes on concrete and increasingly abstract	This class is normally taught concurrently with ESL 136; however, this semester no students enrolled in 136, so we were able to focus on one level, which was	This group was a very active and engaged group, and they were very successful in building their	I continued to assign more outlining activities and critical thinking assignments to prepare them for college level work. We focused on health and	

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	ESL 126	SLO #1	academic topics that offer clear topics, main ideas, and details.	wonderful. There were 10 students registered at the end of the semester. Of the 10 students who completed the class, 10 students participated in the final assessment and 100% successfully met this SLO.	oral language skills. I want to build more research into the curriculum, start at lower levels.	human development topics. I incorporated a full length video academic video for notetaking skill development, and I also had students lead more discussions and do more research. It was successful.	
		SLO #2	Acquire and implement newly-learned vocabulary necessary to debate with classmates on shared topics of interest.	This class is normally taught concurrently with ESL 136; however, this semester no students enrolled in 136, so we were able to focus on one level, which was wonderful. There were 10 students registered at the end of the semester. Of the 10 students who completed the class, 10 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start at lower levels.	I continued to assign more outlining activities and critical thinking assignments to prepare them for college level work. We focused on health and human development topics. I incorporated a full length video academic video for notetaking skill development, and I also had students lead more discussions and do more research. It was successful.	
		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 normally taught concurrently with ESL 136; however, this semester no students enrolled in 136, so we were able to focus on one level, which was wonderful. There were 10 students registered at the end of the semester. Of the 10 students who completed the class, 10 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start at lower levels.	I continued to assign more outlining activities and critical thinking assignments to prepare them for college level work. We focused on health and human development topics. I incorporated a full length video academic video for notetaking skill development, and I also had students lead more discussions and do more research. It was successful.	
	ESL 132	SLO #1	Formulate critical responses to texts in regards to logic of stated and implied ideas, quality of research, cultural context and references, and bias.	This class is taught concurrently with ESL 122. There was 1 student registered at the end of the class. 100% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	I listened to student feedback last semester about what would benefit them to read/learn from, and since many of the shared the need to learn more about American culture/history and most if not all of them will be going on to college level classes and degree plans, I researched and found a text that deals with that content, which was audience/level appropriate. I focused research and reading instruction on that content, and I also had students start research in the class, including how to distinguish "authoritative" texts and began working on citing sources, preparing for writing class AND next semester's requirement of researching, understanding, and using sources.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ESL 132	SLO #1	Formulate critical responses to texts in regards to logic of stated and implied ideas, quality of research, cultural context and references, and bias.	This class is taught concurrently with ESL 122. There was 1 student registered at the end of the class. 100% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	We did a lot on note-taking strategies and annotation to encourage active reading.	
		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 was 1 student registered at the end of the class. 100% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	I listened to student feedback last semester about what would benefit them to read/learn from, and since many of the shared the need to learn more about American culture/history and most if not all of them will be going on to college level classes and degree plans, I researched and found a text that deals with that content, which was audience/level appropriate. I focused research and reading instruction on that content, and I also had students start research in the class, including how to distinguish "authoritative" texts and began working on citing sources, preparing for writing class AND next semester's requirement of researching, understanding, and using sources.	We did a lot on note-taking strategies and annotation to encourage active reading.
		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 was 1 student registered at the end of the class. 100% successfully met this SLO.	What we did worked but need to continue refinement of sorted (alphabetized) vocabulary logs. Also need to do more with idiomatic expressions. This is definitely a curricular change (another class/content-based	Because the American culture text was vocabulary heavy, I focused instruction of vocabulary building strategies in class (using reference tools) in practice, demonstrated on exams.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 was 1 student registered at the end of the class. 100% successfully met this SLO.	approach to American culture and idioms).	Because the American culture text was vocabulary heavy, I focused instruction of vocabulary building strategies in class (using reference tools) in practice, demonstrated on exams.	
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 3 students registered for this class, all of whom completed the class. 67% of students successfully met this SLO. The one student who did not meet this SLO did not fully develop essay assignments and did not submit all offered revisions.	I need to do more organized deadlines for required revisions and Peer review instruction.	I focused more on writing process and drafting, making revisions expected rather than optional. This was a good approach, but I needed to do it earlier in the semester/class. Everyone made significant progress and responded well to the fact that revisions were expected/required or strongly recommended. I had more challenge than I have seen with students copying from research without citation (which I found to be more the norm in their educational backgrounds) so I need also to introduce MLA and expectations of citation/crediting sources earlier.	
		SLO #2	Find, select, and practice integrating quotations and paraphrasing from sources into argumentative essays, and use correct citation styles in MLA or APA (as applicable).	This class is taught concurrently with ESL 124. There were 3 students registered for this class, all of whom completed the class. 67% of students successfully met this SLO. The one student who did not meet this SLO did not fully develop essay assignments and did not submit all offered revisions.	I need to do more practice in using and citing quotations and use of MLA format.	I focused more on writing process and drafting, making revisions expected rather than optional. This was a good approach, but I needed to do it earlier in the semester/class. Everyone made significant progress and responded well to the fact that revisions were expected/required or strongly recommended. I had more challenge than I have seen with students copying from research without citation (which I found to be more the norm in their educational backgrounds) so I need also to introduce MLA and expectations of citation/crediting sources earlier.	

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		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 3 students registered for this class, all of whom completed the class. 67% of students successfully met this SLO. The one student who did not meet this SLO did not fully develop essay assignments and did not submit all offered revisions.	I need to do more practice in (self) error correction.	I focused grammar instruction on more sophisticated sentence structure development, and I asked students to self-correct, using information I shared with them. I also changed the Final Exam to focus more on application of what they have learned. I also made revisions strongly recommended or required instead of optional so as to solidify the focus on the writing process.	
	ESL 190	SLO #1	Distinguish between and produce basic statements, commands, and questions on everyday topics.	This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 7 students enrolled in the class. I also had several students auditing. Of the 7 enrolled, only 2 students completed the course/took the Final Exam. Of those 2, 100% successfully met this SLO. I believe the majority of the other 5 registered students did not complete the course because of work schedules/getting new jobs.	1. Need consistent location. 2. More marketing. 3. Build program/student base in community.	This semester was difficult as some students ceased attending and others came to audit, so I had to adjust instruction for changing needs and levels of a variety of students. Changes in location early in the semester may also account for student attrition.	
		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 beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 7 students enrolled in the class. I also had several students auditing. Of the 7 enrolled, only 2 students completed the course/took the Final Exam. Of those 2, 100% successfully met this SLO. I believe the majority of the other 5 registered students did not complete the course because of work schedules/getting new jobs.	4. Need consistent location. 5. More marketing. 6. Build program/student base in community.	This semester was difficult as some students ceased attending and others came to audit, so I had to adjust instruction for changing needs and levels of a variety of students. Changes in location early in the semester may also account for student attrition.	
		SLO #3	Express understanding of events in time through use of simple and progressive tenses in past and present.	This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 7 students enrolled in the class. I also had several students auditing. Of the 7 enrolled, only 2 students completed the course/took the Final Exam. Of those 2, 100% successfully met this SLO. I believe	7. Need consistent location. 8. More marketing. 9. Build program/student base in community.	This semester was difficult as some students ceased attending and others came to audit, so I had to adjust instruction for changing needs and levels of a variety of students. Changes in location early in the semester may also account for student attrition.	

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		SLO #3	Express understanding of events in time through use of simple and progressive tenses in past and present.	the majority of the other 5 registered students did not complete the course because of work schedules/getting new jobs.	7. Need consistent location. 8. More marketing. 9. Build program/student base in community.	This semester was difficult as some students ceased attending and others came to audit, so I had to adjust instruction for changing needs and levels of a variety of students. Changes in location early in the semester may also account for student attrition.	
HEAL 1	SLO #1	Demonstrate an understanding of the skills and abilities necessary to employ sound Health strategies which represent the six dimensions of Health; Social, Emotional, Environmental, Physical, Spiritual, and Intellectual.	23 students reached this goal (77%), 7 students failed (23%) Last semester, 38 students reached this goal (86.4%), 6 students failed (13.6%)	It is a 9-week class conducted at the second half of the semester. Those 7 students had actually only attended the 1st and 2nd week of the class and then "no show" for the rest of the weeks.	10% less reached the goal comparing to last semester		
				24/28 or 86% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory proficiency of this SLO. 4/28 or 14% 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 a few minor adjustments pedagogically; however, the number one factor that increased the successful completion regarding this SLO was my high retention rates of 94%. Pedagogically, 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.	
				83% of the students were successful in completing the discussion boards each week. The topics varied week by week ensuring that the students were able to read and apply all six dimensions of health. 95% of the students who did the weekly discussion boards earned full credit helping their overall grade. Those who did not submit assignments were unable to buy the textbook leaving it impossible to complete some of the assignments.	The above data indicates that if you read the chapter and do the assignment for the week, you will have a much better chance to succeed in the course. I will be altering some of the discussions and assignments next semester to keep the information current.	The percentage of students who participated increased from the last course showing positive results.	
				Fall 2016: Out of the 39 students in the course, 78% of them completed the discussions each week. The topics	The data shows that there was an increase in participation with	I was able to prompt the students better during discussions. I also made sure to take out a few of the discussions to	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				discussed were pulled from the main objectives from each weeks' chapters. The students that were most successful in their post were those who read the chapter(s), reviewed the power points, and completed each week's assignments prior to answering the discussion topic. The students were also asked to reply to two other students each week giving a substantive response that would add to the quality of the discussion.	discussions for this course. I plan to continue to advance the discussion topics so they cover each area of study even better. I will also continue to encourage participation in these forums because many students may feel that 20 points won't affect their grade but in fact it can over the course of the eight weeks.	ensure they didn't feel overloaded on the weeks that papers were due. I believe this helped with the participation and effort in this area.	
				Learning was achieved for this SLO based on the positive results of discussions throughout the course, but particularly within the first three weeks where this topic is covered more specifically. Students receive up to 15 points for following the prompt provided. They may lose a few points due to grammatical/spelling errors; however, the average (based on a score of 15) for discussions was a 92%. This is only taking into account the students who had completed the assignments.	I do not see any need in changing anything pertaining to this category.	No changes have been made to the discussion requirements or the SLO.	
				SLO 1 was based on a subjective wellness inventory/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% average, all 36 students received an '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 (36/36) completed both assignments successfully and demonstrated an understanding of areas they needing improvement in and defined areas they needed to change. All 36 were proficient in this assignment.	Students are still showing continued improvements in this class, with this assignment. So, there are no needed changes in this assignment area at this time.	
				SLO 1 was based on a subjective wellness inventory/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 needed for change.	The majority of the two classes completed both assignments successfully and demonstrated their understanding of the areas needing improvement and	Grading of the Contract for Change assignment, had very little change this semester. The grading has continued to be more rigorous, since the spring of 2014. We have continued to place greater emphasis on the rational for	

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				Average score was 100% for the wellness inventory and 93% for the change portion.	defined areas to change. Despite the tougher grading of the contract for change, students did very well and were proficient based on an average of a 94%/ A grade.	completion.	
		SLO #2	Employ knowledge of good nutritional and weight management techniques.	Although not part of the “written essay”, I do believe it’s important to share that a 74% average was attained on the quiz associated with this SLO. Additionally, on the written assignments (as stated in the “Assessment Method”), the average on the Nutritional Analysis Report was only 65%, which includes the “zero” scores for those who did not complete the assignment. The average for those completing the assignment was a 90%. For the food log, the average (that includes the zeros) was a low 54%; however, for those completing the assignment it was a 100%. The Change Paper, which highlights areas that the student needs improvement in, as well as how they plan on achieving success in this area, saw an average of 86% (not including the zeros of students who did not submit an assignment).	The assignment itself is excellent. It is possible that for some students, the instructions could be simplified or reviewed better in a discussion forum, since this is an online course.	No changes were made to this SLO (or assignment requirements).	
				Fall 2016- 75% of the students were successful in submitting their Nutritional Analysis/Change Paper. Most of the work submitted was quality work. The students averaged a 75% earned on their Change Papers. They were able to demonstrate positive changes needing to be made as well as how to manage their weight according to their dietary needs. The other 25% who failed to submit their Change Paper affected their grades tremendously.	Planning on altering the due dates for this large assignment next semester. I noticed over the past few courses that because all three components are due in the same week, most of the students lose interest and fail to submit their work from this point forward. I rewrote my course syllabus for next semester and spread the larger assignments out, hoping it will help the students stay	Increasing communication with the students about their upcoming project in hopes that it would allow students to plan and prepare better. I think it helped but not to the degree needed to ensure student success.	

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				<p>Fall 2016- 75% of the students were successful in submitting their Nutritional Analysis/Change Paper. Most of the work submitted was quality work. The students averaged a 75% earned on their Change Papers. They were able to demonstrate positive changes needing to be made as well as how to manage their weight according to their dietary needs. The other 25% who failed to submit their Change Paper affected their grades tremendously.</p>	<p>on course without being overwhelmed by the amount of work due in one week.</p>	<p>Increasing communication with the students about their upcoming project in hopes that it would allow students to plan and prepare better. I think it helped but not to the degree needed to ensure student success.</p>	
				<p>Fall 2016: Out of the 39 students that remained in the course, 9 students did not complete the Change Paper. After making some minor changes to the paper guidelines, 6 more students submitted papers compared to last semester.</p>	<p>The data indicates that some of the changes made to the curriculum may have positively contributed to the participation for this paper. Next class I would like to continue to work on how to make this project a capstone project due at the end of the course.</p>	<p>As I previously mentioned, in the last SLO I took away a few discussions and assignments over the course to limit overloading the students on weeks that the larger assignments were due. I also continued to emphasize the importance of the paper more by reminding the students ahead of time about the assignment as well as giving others the opportunity to submit their paper within a week of the due date (with minor point deductions).</p>	
				<p>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%. All 36 students submitted the written change paper assignment. A majority (28/36) of students scored a C or higher on the three portions of this assignment.</p>	<p>All thirty-six students submitted the three parts and 23 followed the grade rubric and did very well on the paper compared to last session. Of the students who followed the rubric in this session there were high scores, 28/37 scored 79% or higher and showed proficiency in the assignment. 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</p>	<p>For the students who followed the rubric in this session there were high scores. All 36 students submitted all three parts of this assignment and 23/36 scored above the 86%. This was a significant change from last semester. While everyone submitted all of the project there were still 5 F's on the change paper. The scores were do to unacceptable length and not including all six nutrients in all three areas the grade rubric asked for. Even with those low scores there were 23 B's or higher and 28 grades with C or higher We will continue to emphasize the change paper grade rubric and the three areas needing coverage.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				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%. All 36 students submitted the written change paper assignment. A majority (28/36) of students scored a C or higher on the three portions of this assignment.	outline.	For the students who followed the rubric in this session there were high scores. All 36 students submitted all three parts of this assignment and 23/36 scored above the 86%. This was a significant change from last semester. While everyone submitted all of the project there were still 5 F's on the change paper. The scores were do to unacceptable length and not including all six nutrients in all three areas the grade rubric asked for. Even with those low scores there were 23 B's or higher and 28 grades with C or higher We will continue to emphasize the change paper grade rubric and the three areas needing coverage.	
				Students analyzed their day diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 84% and for the change paper 75%. This lower score resulted from 21 students who did not submit the paper. 61/82 students scored a C or better on the change paper. 53/82 scored an A for the analysis.	The detailed rubric has been successful in illuminating the areas most students fall short, which is in the inclusion of the 6 necessary nutritional areas. Students demonstrated proficiency, understanding the nature of the assignment and including more of the necessary information as a result of multiple reminders via attachments and instructions. Will continue to make changes in the lecture and the discussion of the assignment guidelines for the health benefits/consequences section. At this time I will continue to emphasize the grade rubric and the six areas in lectures.	Based on the detailed rubric, those students who received higher scores, did so because they followed the rubric in the areas emphasized, including the 6 nutritional elements in their change analysis. We have continued to emphasize more detail on the health benefits and consequences of change in both lecture and when going over the assignment guidelines.	
				There are total of 30 students: 7 students (23%) failed since they did not even take the test	We should withdraw them if happens again in the future	10% poorer than last semester	
		SLO #2	The students will describe	28/28 or 100% of the students completed	Just continuing to evaluate	Pedagogically, just as I did to meet the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Karpel)	and show an understanding of the roles of proteins, fats, carbohydrates, vitamins, minerals, and water to the overall health of the human body.	the aggregation of these assignments with a "C" or greater demonstrating satisfactory proficiency of this SLO. 0/30 or 0% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	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.	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.	20/28 or 71% of the students completed the aggregation of these assignments with a "C" or greater demonstrating satisfactory proficiency of this SLO. 8/30 or 29% 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 give a hard copy to 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(s) of their research paper a couple weeks prior to when it is due will allow me to give individual feedback and should result in a noticeable improvement for their final submission.	I did not make a few adjustments pedagogically; unfortunately, I was disappointed with the overall decline of the successful completion regarding this SLO from 73% to 71%. 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. As I reflect on the slightly 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. I explained my rubric, but I feel I need to give them an exact handout in the future. Secondly, I believe that submitting a required rough draft(s) of their research paper within a couple of weeks prior to when it is due will allow me to give individual feedback and should result in a solid improvement for their final submission.	
				77% of the students reach the goal	Some of those made registration purely the reason of financial aid instead of learning. We should stop that and get the money back	Much worse than last semester	
				80% of the students in the course completed the week 8 assignments as well as the final exam exhibiting their knowledge of the effects of drugs, alcohol, and tobacco. Week 8 is filled with an	This seems to be one of the more popular topics in the course so no changes need to be made at this time. Encouraging more	Increased communication seemed to help the majority of the students stay on top of their work which may have contributed to the larger percentage of A's and B's earned in the course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				assignment, discussion board, and Drug Paper that requires the students to have proper knowledge on the effects these addictions can cause. The remaining 20% of the students neglected to do their paper or take their final exam, causing their grades to suffer greatly.	participation for those students who seem to be falling behind may help to lower the percentage of students who chose not to do their paper or take the final exam.	Increased communication seemed to help the majority of the students stay on top of their work which may have contributed to the larger percentage of A's and B's earned in the course.	
				Fall 2016: 9 students out of the 39 students that completed the course did not take the final at the end of the semester. The final was both open notes (1 page front and back) as well as open book. This allowed for the students to use their time wisely by answering the questions they knew but also giving them the opportunity to look up questions they may be unsure about. The students showed that they understood the subject matter at hand while those who did poorly rushed through the test not giving them the best chance for success. Those who did not take the final suffered a substantial point deduction causing most to fail the course.	The above data indicates that it's imperative that all students complete the final exam. By monitoring each student's progress throughout while continuing to touch base with them before things are due is what I've found to be the best way to ensure success.	Due to a few discrepancies I altered a few questions on the final to give the students a clearer way of asking important questions. I feel as though many of the students that were already failing the course found that it wasn't necessary to take the final. I am hoping that with even more communication with each student during my next class, will help motivate them to complete the course successfully. I am going to send progress reports/grade updates to each student at the 4 week mark and then again at the 6 week mark so they are more aware of how they are performing in the class. Knowing their performance level may encourage them to participate more in the class.	
				For the students who followed the rubric in this session there were high scores. All 36 students submitted all three parts of this assignment and 23/36 scored above the 86%. This was a significant change from last semester. While everyone submitted all of the project there were still 5 F's on the change paper. The scores were do to unacceptable length and not including all six nutrients in all three areas the grade rubric asked for. Even with those low scores there were 23 B's or higher and 28 grades with C or higher We will continue to emphasize the change paper grade rubric and the three areas needing coverage.	We 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. With the addition of a drug paper in the online class and elimination of the group presentation in the live class, the measurement of this SLO is almost identical in the two delivery methods.	Analysis of the reason for the increased scores revealed that 31 students scored an A or higher. We will continue to tie the letter grades to a combination of % scores and completion of all the assignments. We will continue to use a drug paper to this SLO. This is like the live sessions but without an oral presentation. We eliminated the group presentation in the live class also 32/36 students submitted it.	
				SLO 3 was based on the quality of the paper. Average score for the completed the paper, was 84% for the students who submitted the assignment. 71/82 students	Even without the group presentation, the assessment continues to accomplish the intended	No changes needed due to indication of proficiency.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				received a B or higher. There were 11 F's, due to not submitting papers with the required length or not submitting at all. The poster observation presentation with a questionnaire, continues to enhance their understanding of their knowledge of the effects of drugs on personal health. It appears to continue to help improve the assignment quality and grades. Average score for the poster observations was 100% for the students 39/46 who attended that day. Seven students did not attend that day and received an F for the in-class assignment. Coincidentally, these were the same students who did not submit the paper.	goals of demonstrating proficiency in the knowledge of drugs and their effects on the human body.	No changes needed due to indication of proficiency.	
				The final exam average was only 68%, which is not necessarily meeting the target in my opinion; however, in addition to the final exam, the SLO is addressed with a written assignment and discussion board. The written assignment averaged a score of 88%.	With this being an online class, it's difficult to make substantial changes. I would like to make a few modifications to the course lecture materials and provide additional online resources for students.	No specific changes to pedagogy was made; however, a newer edition of the course textbook was used. Not really sure if this had anything to do with the lower results or not.	
	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.	12/16 or 75% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 4/16 or 25% of the students did not successfully complete competence levels regarding this SLO.	I will continue to do what I explained as detailed above from a pedagogical perspective.	Performance on my exams were slightly down 7% from last time I taught this course. Keep in mind that the sample size is pretty small. Each time I administer an exam, I look at the results in the aggregate, but also by each question. If a high percentage of the class (over 50%) misses a certain question, I either rewrite the question, omit it, or change my pedagogy in teaching it for the next time. I have been doing this for the last few times that I have taught this course and it is proving to assist with student learning.	
				Fall 2016: 85% of the students participated in the weekly discussions for the course. Each week a different topic was discussed but most discussions targeted physiological health. There were several weeks where the students would be required to use an outside source to	Including more psychological health next semester will further their knowledge on the importance of having both physiological and psychological health. Most	TBD. First time teaching this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				assess their behavior and health patterns. Psychological health tied in when evaluating their results.	students participated and enjoyed these discussions. The quality participation each student provided was exciting to see in this course.	TBD. First time teaching this course.	
		SLO #1 (Purveyear)	Interpret the nutrition information and terminology found on food labels.	Assignment/exercise had an average score of 91% with 72/72 students receiving a B or better. This was due to all students receiving a B or higher for the assignment. These are similar results to last semester.	The assignment measured what it was supposed to and indicated all (72/72) of the students demonstrated proficiency in 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 all of the students demonstrating proficiency by scoring a C/72% or better.	
		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.	15/16 or 94% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 1/16 or 6% of the students did not successfully complete competence levels regarding this SLO.	I will continue to do what I explained as detailed above from a pedagogical perspective.	Performance on my exams were up 15% from last time I taught this course. Again, this sample size is quite small. One big reason is that I added a group presentation that engaged the students and they were highly motivated to work in cohort groups. Now, each time I administer an exam, I look at the results in the aggregate, but also by each question. If a high percentage of the class (over 50%) misses a certain question, I either rewrite the question, omit it, or change my pedagogy in teaching it for the next time. I have been doing this for the last few times that I have taught this course and it is proving to assist with student learning.	
				75% of the students in this course completed their Nutritional Analysis/Change Paper. Out of the students that submitted their Change Paper, the average score earned was 84%.	A similar paper is required in Health 1. This is the first class of students to submit quality work overall. I was very impressed with the evaluation and discussion throughout their papers. Since my target was met, I would not want to change much. The paper meets the student learning outcomes and the majority of the class performed at a high	TBD. First time teaching this course.	

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				75% of the students in this course completed their Nutritional Analysis/Change Paper. Out of the students that submitted their Change Paper, the average score earned was 84%.	level.	TBD. First time teaching this course.	
		SLO #3	To learn and develop a comprehensive understanding of a well-balanced diet through reading labels and determining one's daily caloric intake.	15/16 or 94% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 1/16 or 6% of the students did not successfully complete competence levels regarding this SLO.	As aforementioned, the adaptations I made to enhance student learning worked well. One method that I continue to use is that I can make copies of former student examples that were excellent so in that the students have a template to work from in developing their respective logs/portfolios.	Student performance regarding this culminating project was highly negatively skewed and maintained the performance standards of previous courses that I have taught (proficiency of 94% remained the same from last time I taught this course); although a small sample size again). However, I spent pedagogically much more time this term reviewing examples with the students and checked more often for student understanding.	
				85% of the students completed the assignments due each week. The students were asked to figure out their daily caloric intake the first week of the course. The students needed this information to complete the various assignments throughout the course. The students visited a grocery store to shop and apply their label reading skills based upon their caloric needs. Most of the assignments ensured that each student properly understood the importance and understanding of a well-balanced diet.	Most of the students enjoyed these assignments and submitted quality work. Since the target was met, I would not change much. I am interested in seeing how the next set of students performs so I have something to compare it to. The students in this course were very driven and willing to learn making it an enjoyable experience for all.	TBD. First time teaching this course.	
		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 74% and 74% respectively. The change paper interpretations were also used. Quiz 2; 49/72 received a C or higher. Quiz 3; 52/72 received a C or higher. There were 34/72 with a B or higher in quiz 2 and 40/72 in quiz 3.	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	It appears more of this semester's students continue to demonstrate proficiency 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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 74% and 74% respectively. The change paper interpretations were also used. Quiz 2; 49/72 received a C or higher. Quiz 3; 52/72 received a C or higher. There were 34/72 with a B or higher in quiz 2 and 40/72 in quiz 3.	comprehended) for the last five 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 polled students and 10 are using ebooks that do not provide the 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 continue to demonstrate proficiency 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.	
		SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	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 86% (61/72 received a C or higher). 11 students received less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed or not submitting the paper at all.	We are continuing to emphasize the rubric in communications and the class site as it appears to have been successful in creating proficiency in the students. I will continue to implement a change in what is needed in the assignment. The analysis and the change paper are required, to receive points for either an all or none scoring value. This has given more incentive to complete the essay. I have put more emphasis on the health reasons for change	The Students who followed the rubric, had higher scores (61/72) indicating proficiency. 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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	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 86% (61/72 received a C or higher). 11 students received less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed or not submitting the paper at all.	in the lessons and class announcements, which lead up to this assignment.	The Students who followed the rubric, had higher scores (61/72) indicating proficiency. 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 2A	SLO #1	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	29 students answered five questions on the final exam, dealing with the South Carolina Ordinance of Nullification of 1832; Lincoln's speech on the 1864 Louisiana state constitution; Samuel Adams' circular letter; Frederick Douglass' speech What the Black Man Wants; and an excerpt from Hume's Of the Balance of Trade. 106 of the 145 responses were correct (73%).	Since the target was met, no correct measures are needed	Target was met for the previous SLO, so no changes were needed.	
		SLO #1 (Hill)	Critical thinking through written analysis	Of the 30 students that completed the class, 25 turned in research papers (83% of the class turned in research papers). Of this number, 5 students scored 15 points (out of 20 points possible) or less on their submissions. This number reveals that, in this class, approximately 20% 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). On a positive note, the number of students turning in research papers this class is an approximately 13% increase from my last class (H2A: #40694). 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 25 students that turned in research papers, 2 students attempted to provide a primary source. This equates to approximately 6% of the	To continue to assist students in better understanding the differences between primary and secondary sources, and to push more students to utilize primary sources in their research papers, 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 student with additional avenues to learn more about how to write a	To continue to try and 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). I will continue to offer extra-credit points for the use of primary sources. 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	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Hill)	Critical thinking through written analysis	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. [This number represents a decrease from my last History 2A class, where 5 students utilized a primary source in their paper.]	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 papers, and utilize primary	their paper...if they wish to earn the extra points. Websites were provided, and will continue to be provided, for students to utilize that described/defined primary sources. The above noted decrease in students utilizing a primary source (from my last History 2A class) reveals that a few less students are putting forth the effort to utilize a primary source in their work. I will work harder to increase this number and better performance from the students (i.e., more reminders from me to the students about using primary sources).	
		SLO #1 (Radziko wski)	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 primary and secondary 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. I believe the tutorial greater enhanced the research portion for the research paper. example: Students who complete the STOP and GO Citation Determination Tutorial will receive 10% extra credit for this course. In addition this tutorial has been designed to teach distance education students how to find valid academic sources.	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 78% for the class (n=35). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 95%. Not all students discussed topics on regular demanded basis. This drove averages down. Some just simply visited	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in	Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor. Instructor's attention has been stressed on sourcing and authorship of the sources (e.g. No history.coms as citations).	

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		SLO #1 (Stanek)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	time to time.	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. Instructor's attention has been stressed on sourcing and authorship of the sources (e.g. No history.coms as citations).	
		SLO #1 (Vasconcellos)	Analysis of primary and secondary sources	I continue to instruct students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra-credit points for those students that provide, and properly use and list, a primary source in their research papers and citation page. Finally, I have provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 97% of students provided the required 5 sources (an increase of 2% from my last H2A class). It was also noted that only 2 students attempted to utilize a primary source in their work. Approximately 97% of students' papers had at least 5 or more pages (as required). Approximately 3% of the students' papers were docked points as they did not have the required number of pages.	The overall percentages are encouraging for this session of History 2A. The numbers reveal that the majority of students did complete the assigned task (research paper). Although there was a drop in the number of students utilizing a primary source, I will try to increase this number by continuing 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 9 above...	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1	Analysis of primary and secondary sources (Vasconcellos)	I continue to instruct students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra-credit points for those students that provide, and properly use and list, a primary source in their research papers and citation page. Finally, I have provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 97% of students provided the required 5 sources (an increase of 2% from my last H2A class). It was also noted that only 2 students attempted to utilize a primary source in their work. Approximately 97% of students' papers had at least 5 or more pages (as required). Approximately 3% of the students' papers were docked points as they did not have the required number of pages.	progress that I intend to initiate in my History classes for the Fall of 2017.] Another idea I have been working on and will include in a near-future class, is the ability to earn extra-credit points by constructing a research paper that requires the majority of sources to be primary (as opposed to giving them the luxury of using primary sources, or not, as is such on their regular paper due in the class. My intentions are also to offer extra-credit for students who (are able) travel to historical sites and provide a report on their trip. With respect to their extra-credit research paper or trip to a historical site, I will provide students with a list of questions they must answer for their site or paper, and will require them to provide a photograph of their entrance ticket/receipt (for the historical trip to a site). In addition, I will require students take a photograph of themselves in front of the museum/historical site for additional proof they actually went to the museum/historical site. I will provide extra points for those that travel to a museum/historical site that is further in distance	See section 9 above...	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Vasconcellos)	Analysis of primary and secondary sources	I continue to instruct students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra-credit points for those students that provide, and properly use and list, a primary source in their research papers and citation page. Finally, I have provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 97% of students provided the required 5 sources (an increase of 2% from my last H2A class). It was also noted that only 2 students attempted to utilize a primary source in their work. Approximately 97% of students' papers had at least 5 or more pages (as required). Approximately 3% of the students' papers were docked points as they did not have the required number of pages.	from Barstow. This all in hopes to get the students more involved in U.S. History and to provide another avenue of having students become "physically" involved in my online course. It should also provide for a fun-way for the students to learn more about the history of our country. Additionally, the report that they will complete about their trip will also lend itself to allowing the student to do actual "hands-on" research; and, learn more about primary/secondary sources and utilizing their skills at constructing a qualitative research report. I will try to put this idea (above) together this summer to use for my Fall 2017 history classes. We will see!	See section 9 above...	
		SLO #1A (Feher)	Lenses and techniques of history	7 A; 8B;4C;6D;7F Failures mainly due to non-attendance and skipping exams.	Students must engage in reading and completing assignments.	More time forcing class to read assignments.	
		SLO #1A (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis	Student's evidenced significant understanding in area based on 80 percent improvement noted based on primary source readings of diaries, wills; map reading from onset.	Action Plan consists of additional course readings from supplemental materials.	Changes significant to previous semester in that students seemed more prepared in this area; changes to reading lists, class discussions having some impact.	
		SLO #2	Students will demonstrate critical thinking ability through analyzing historiographic scholarship.	29 students answered five questions on the final exam dealing with historiographic interpretations and scholarship: reasons for southern Democrats to support Rutherford B. Hayes in 1877; the South Carolina Ordinance of Nullification of 1832; the Embargo Acts of 1807-08; the Articles of Confederation; and the Compromise Tariff of 1833. 118/145	Since the target was met, no additional changes are necessary.	Target was met for the previous SLO, so no changes were needed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will demonstrate critical thinking ability through analyzing historiographic scholarship.	answers were correct (81%).	Since the target was met, no additional changes are necessary.	Target was met for the previous SLO, so no changes were needed.	
		SLO #2 (Hill)	Knowledge of reading, writing and proper note taking for success in history classes. Students will demonstrate their critical thinking 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 98%) 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 2% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests. For the most part, this class had very good discussion question responses and discussion with their peers on the Discussion Board.	My plan for next semester is to continue with same plan, as it appears the increased participation rates on the Discussion Board, Mid-Term and Final test scores (and participation rates) reveal the plan is working. However, I will 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 Course Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test. And, as noted above, I will try to get the students more interested in seeking out other sources of historical	I will 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. This approach seems to be working well, as more students have been posting their Discussion Question Responses, as well as entering more discussion posts with their peers. 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 has increased from my last class. This session, I have continued to add a greater number of website, and other book source, information to the Discussion Page (instead of just relying on the primary text for the class). This in an attempt to lure the students to finding and seeking out other sources of information from other history sources on a particular subject. I do not want the students to just rely on one source (our text) for discussion. I want them to learn how to search out resources from other avenues (website, library, eye-witness accounts, etc.). With respect to the Mid-Term and Final participation, of the 30 students that completed the class,	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Hill)	Knowledge of reading, writing and proper note taking for success in history classes. Students will demonstrate their critical thinking 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 98%) 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 2% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests. For the most part, this class had very good discussion question responses and discussion with their peers on the Discussion Board.	information by using other avenues for their research.	100% completed the Mid-Term. This is a 20% increase from my last H2A class (#40694). And, of the 30 students that completed this class, 28 completed a Final. This represents an approximate 28% increase from my last class.	
		SLO #2 (Radziko wski)	Students will be able to explain relationships between the causes of historical events in American History and their effects.	21 students out of 31 were able to identify the causes, conduct and consequences of the Mexican War. and 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 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		
		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 70% or higher individually. Class average stood at 75% (n=27). 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 (in some cases providing only one bibliographical citation). Papers were not submitted through originality report. 8 papers were not submitted.	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	Refined research questions and insistence on selecting one to avoid summary reports.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 70% or higher individually. Class average stood at 75% (n=27). 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 (in some cases providing only one bibliographical citation). Papers were not submitted through originality report. 8 papers were not submitted.	a guidance.	Refined research questions and insistence on selecting one to avoid summary reports.	
		SLO #2A (Feher)	Develop critical reading, writing and evaluation skills	Motivated students did well. Average and below average students lack literate skills and motivation.	Encourage reading, writing and more class discussion.	Learn how to engage the less motivated.	
		SLO #2A (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	Clear knowledge of historical interpretation utilizing objectivity: group discussions, quizzes	Will continue utilizing similar practices for fall semester.	Same materials incorporated, results significant to previous semester. Greater awareness of cross-disciplinary importance and objective assessment.	
		SLO #3	Students will exhibit proper note taking and comprehension abilities for successful completion of history course.	29 students answered five questions on the final exam which required them to have taken good notes from the lecture notes (it was very unlikely that this information was readily available online): on Andrew Johnson's problems with Congress; with the differences between Presidential and Congressional Reconstruction; with Henry Clay and the consequences of his pressing for high tariffs; the different types of taxes the British levied on the American colonists; and on social contract theory of government. 112 out of 145 questions were answered correctly, 77%.	Since the target was met, no changes are needed.	Target was met for the previous SLO, so no changes were needed.	
		SLO #3 (Radziko wski)	Students will be able to describe historical key individuals and events and explain their significance in historical content.	The majority of the students(25 out of 37)were able to identify the cause and consequences of American Revolution , Lewis and Clark Expedition and Abolitionist Movement	None , Those students that met the target demonstrated their understanding of a logical framework (the 3 c model) in the midterm , research paper and final examit works!		
		SLO #3	Evaluate a history curriculum	Class average (total of all quizzes) was	Continue to provide	Yes. All quizzes and a midterm exam has	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Stanek)	consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.	70%. 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 70-80%. Perhaps motivation, decision to drop, or just testing the 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 but not required in these assessment and I presume that most did not have it at their disposal. The overall average would have been around 75% if all students completed the final proctored exam. I believe that the procrastination and failure to select a proctor caught some off guard. Some changes have been made since Spring 2016.	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. Also, I need to closely monitor the midterm exam and remind students of the deadlines.	been changed to reflect closer reading habits with texts assigned. All reading material was provided through moodle MLS in form of PDF files. Unfortunately, I couldn't provide links to the library holdings since BCC does not hold access to Jstore database through which all these readings could be accessed. I found a greater engagement and better quality of work over the Spring 16 semester after eliminating textbook tests and adopting my own quizzes.	
		SLO #3A (Feher)	Develop research and writing skills	Most did average work on the concept paper	Students, particularly First Year students have not had enough exposure to writing. We must encourage and help students develop reading, writing and evaluation skills.	Spending more time explaining concept research.	
		SLO #3A (Vasconcellos)	Recognition of history as cross disciplinary in nature	Essays exploring original writings of explorations, colonization; revolutionary era; New Republic and sectional crisis	Future emphasis placed on oral presentations and final project.	"Weight" given more toward group assignments and final project then previous semester; results equal to that of prior assessments.	
HIST 2B		SLO #1	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	37 students answered 5 questions each on the final exam, dealing with primary sources: President George W. Bush's 2002 speech at West Point; Truman's speech in 1951 to Congress detailing his reasons for firing General MacArthur; and former Secretary of War Henry's Stimson's article in 1947 dealing with the US decision making process before dropping the A bombs on Japan. 141 out of 185 of the responses were correct (76.2%).	No changes are called for because the benchmark was achieved.	No changes were made, as previous target was met.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (1)	Critical thinking through written analysis	<p>Of the 16 students that completed the course, 11 turned in research papers (68%). Of this number, 5 students scored 15 points (out of 30 possible) or less on their submissions. This number reveals that, in this class, approximately 45% 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 was an increase from my previous class whereby only about 27% 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 11 students that turned in research papers, 2 student attempted to provide a primary source. I am unsure if this low participation rate 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. However, this equals a 25% decrease in the number, from my last class, of the students that utilized a primary source in their papers.</p>	<p>To assist students in better understanding the differences between primary and secondary sources, I will continue to 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 student 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.</p>	<p>To improve success in this area, 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. Due to low participation numbers, the extra-credit points I allowed to the students for the use of a primary source on their research paper will (more-than-likely) be removed in History 2B classes commencing after January 2017. Instead, I will suggest that students use both secondary and primary sources in their papers, but will not minus points for students that do not use a primary source. I will 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.</p>	
				<p>Of the 21 students that completed the course, 13 turned in research papers (62%). Of this number, 5 students scored 15 points (out of 30 possible) or less on their submissions. This number reveals that, in this class, approximately 38% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax,</p>	<p>To assist students in better understanding the differences between primary and secondary sources, I will continue to provide additional helpful websites to the students that give details/information on</p>	<p>To improve success in this area, 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. Due to low participation numbers, the extra-credit points I allowed to the students for the use of a primary source</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				critical thinking, writing skills and overall paper construction (as per MLA format). [This was an increase from my previous class whereby only about 27% 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 13 students that turned in research papers, 4 student attempted to provide a primary source. I am unsure if this low participation rate 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. However, this equals a 75% increase in the number, from my last class, of the students that utilized a primary source in their papers.	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 student 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.	on their research paper will (more-than-likely) be removed in History 2B classes commencing after January 2017. Instead, I will suggest that students use both secondary and primary sources in their papers, but will not minus points for students that do not use a primary source. I will 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.	
		SLO #1	Differentiate between primary and secondary information important to historical analysis (Vasconcellos)	Data collection based on reading of first person, primary source analysis covering period. Students' analyzed data, explained, and synthesized information with learning activities. Early success given 26% could engage in such activities at onset.	Action Plan consists of additional course readings from supplemental materials.	Changes indicated great degree of success in this area perhaps due to improved instruction efforts: public speaking principles, data analysis; defining the importance of primary source emphasis to history.	
				Substantial difficulty in obtaining objective due to limited class reading/writing abilities.	Action Plan consists of additional course readings from supplemental materials. However, early assessment of student abilities in this area through basic testing may improve results.	Objective modified in hopes of capturing data for student success: true/false, multiple choice examinations	
		SLO #2	Students will demonstrate critical thinking ability through analyzing	37 students answered five questions each on the final exam, covering historiographic scholarship dealing with the American	No changes are called for because the benchmark was achieved.	No changes were made, as previous target was met.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	historiographic scholarship.	Cold War policy of containment; Jeane Kirkpatrick's criticism of President Carter's foreign policy; and the various interpretations of the fall of the USSR. 75.1% of the responses (139 out of 185 responses) were correct.	No changes are called for because the benchmark was achieved.	No changes were made, as previous target was met.	
		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 95%) 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 5% 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 increase my participation on the Discussion Board and remind students to utilize the Final Study Guide to better their participation and scores. In addition, I will 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 will 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 remarks on the discussion page on at least 4-7 occasions each week 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 (a 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.	
				After a review of student Discussion Question responses and Discussion Board postings, it is believed that most (at least	My plan for next semester is to increase my participation on the	I will continue to provide increased reminders and information on the Instructor's Posting Area and several	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				97%) 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 3% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests.	Discussion Board and remind students to utilize the Final Study Guide to better their participation and scores. In addition, I will 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 Course Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test.	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 remarks on the discussion page on at least 4-7 occasions each week 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 (a 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	Understanding of how to critically assess data for objective evaluation (Vasconcellos)	Clear knowledge of historical interpretation utilizing objectivity: group discussions, quizzes Little comprehension of objectivity and importance of critical assessment given academic preparation	Will continue utilizing similar practices for fall semester. Will continue utilizing similar practices for fall semester but early modifications based on initial assessment at beginning of semester.	Class discussions and homework showed clearer, much more definitive understanding in this area. Same materials incorporated as in prior semester with dissimilar results. Student comprehension at one-third of previous semesters by year end.	
		SLO #3	Students will exhibit proper note taking and comprehension abilities for	37 students responded to 5 questions each requiring notetaking and comprehending lecture notes (the	No changes are called for because the benchmark was achieved.	No changes were made, as previous target was met.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	successful completion of history course.	information was most likely not readily available just by searching the internet). Five questions were given to them about applying Jeane Kirkpatrick's criticism of President Carter's foreign policy to the War on Terror; US trade with foreign nations; and the reasons for the British delay in fighting Hitler in the 1930s. 144 out of 185 questions were answered correctly (77.8%).	No changes are called for because the benchmark was achieved.	No changes were made, as previous target was met.	
		SLO #3 (1)	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	Of the 21 students that completed the course, 13 turned in research papers (62%). Of this number, 5 students scored 15 points (out of 30 possible) or less on their submissions. This number reveals that, in this class, approximately 38% 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 was an increase from my previous class whereby only about 27% 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 13 students that turned in research papers, 4 student attempted to provide a primary source. I am unsure if this low participation rate 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. However, this equals a 75% increase in the number, from my last class, of the students that 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). However, there is still a low number of students utilizing a primary source. In addition, a larger number of students were "sloppy" when it came to ensuring their papers were grammatically and mechanically correct. To respond to this concern, 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. I will, as noted in SLO#1, provide the students with additional MLA "how to" websites and primary/secondary source examples for their review.		
					As a follow-up to the idea		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (1)	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	<p>Of the 21 students that completed the course, 13 turned in research papers (62%). Of this number, 5 students scored 15 points (out of 30 possible) or less on their submissions. This number reveals that, in this class, approximately 38% 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 was an increase from my previous class whereby only about 27% 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 13 students that turned in research papers, 4 student attempted to provide a primary source. I am unsure if this low participation rate 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. However, this equals a 75% increase in the number, from my last class, of the students that utilized a primary source in their papers.</p>	<p>(see paragraph immediately below) I submitted on my last SLO, please see area noted as "Update" below for an update/progress on my idea.</p> <p>I have been working on and will include in a near-future class, is the actual "physical" participation of a student in my online course. What does that mean? My intentions are to offer extra-credit for students who travel to historical sites and provide a report on their trip. I will coordinate with several organizations (i.e., Mojave Valley River Museum, Calico Ghost Town, Barstow Railroad Museum, etc.) to have a sign-in list for students that take a tour of their museum/historical site. At the end of class, I will pick-up these sign-in (confirmation) lists from the respective museums/historical sites. I will provide students with a list of questions they must answer for their site, and will require them to provide a photograph of their entrance ticket/receipt. In addition, I will require students take a photograph of themselves in front of the museum/historical site for additional proof they actually went to the</p>		

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				<p>Of the 16 students that completed the course, 11 turned in research papers (68%). Of this number, 5 students scored 15 points (out of 30 possible) or less on their submissions. This number reveals that, in this class, approximately 45% of those students that completed the research paper need to apply extra efforts</p>	<p>The overall percentages are mostly positive in that they reveal that more students are completing the assigned task (research paper). However, there is still a low number of students utilizing a primary</p>	<p>To improve success in this area, 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. Due to low participation numbers, the extra-credit points I allowed to the</p>	

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		SLO #3	Recognition of history as cross disciplinary in nature (Vasconcellos)	<p>Essays exploring original writings of early pioneers, native Californians, and government documents contributed to learning objective attainment. Student results were significant in that goal standard was attained.</p>	<p>Group assignments/project will have more emphasis in future semester in hopes of attaining objective.</p>	<p>Lack of success in this discipline, student preparation indicative.</p>	
				<p>Limited usage of source materials in these areas given emphasis placed on analysis (See SLO 1 and 2) . Little clear recognition in this area perhaps due to little cross-listing/activities in this area.</p>	<p>Group assignments/project will have more emphasis in future semester in hopes of attaining objective.</p>	<p>Reduction in emphasis placed on outcome; will measure more effectively in following semester.</p>	
	HIST 7	SLO #1	Students will be able to analyze and synthesize US Military History sources to (Radziko wski)	<p>The majority of the students were able to develop a thesis statement in their research paper and support their</p>	<p>Will reinforce /incorporate the various internet sites that depict MLA and APA</p>		

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	HIST 7	SLO #1 (Radziko wski)	formulate a historical thesis.	conclusion from military historical sources. A small portion (about 5 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	<p>sites</p> <p>I believe the tutorial greater enhanced the research portion for the research paper. example: Students who complete the STOP and GO Citation Determination Tutorial will receive 10% extra credit for this course.</p> <p>In addition this tutorial has been designed to teach distance education students how to find valid academic sources.</p>		
		SLO #2 (Radziko wski)	Students will be able to explain relationships between the causes of historical events in US Military History and their effects.	14 students out of 19 were able to identify the causes, conduct and consequences of the American Civil War and identify the major events that led the South to secede from the Union. Specifically the election of 1860, the desire for Southern independence and the firing at Fort Sumter. Based on the overall performance of the military history 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		
		SLO #3 (Radziko wski)	Students will be able to describe key military individuals and events and explain their significance in historical events.	The majority of the students(14 out of 20)were able to identify key individuals , such as General Perishing , Colonel. James Doolittle and Gen MacArthur’s operational and strategic contributions to winning the conflict.	None , Student demonstrated their understanding of a logical framework and critical thinking in the specific requirements (the 3 c model) such as, the midterm , research paper and final examit works!		
	HIST 8A	SLO #1A (Feher)	Students learn various tools and lenses of history	Two hour exams, final and concept research paper....Overall, students did well.6 A Five F. The Failures were no shows—they forgot to withdraw from course I assume.. Some did not attend and some refused to comply with tests and assignments. Most did well, especially on	This formula of reading, lectures, class discussions and visual aids seems to do quite well with contemporary students. Will continue this approach and include more class	More flexible with research paper—a “concept” rather than a strict academic exercise—although still needed three primary sources and conform to academic style. Incorporated four main teaching styles—lecture, reading, class discussions and visual.	

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	HIST 8A	SLO #1A (Feher)	Students learn various tools and lenses of history	final and papers.	discussions for student involvement. This was a hybrid class and students were enthusiastic and complied with assignments.	More flexible with research paper—a “concept” rather than a strict academic exercise—although still needed three primary sources and conform to academic style. Incorporated four main teaching styles—lecture, reading, class discussions and visual.	
		SLO #2A	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Review and grading of research concept paper—examines student sources knowledge and student critical thinking and writing skills.	This formula encourages student interaction and student critical thinking. I shall continue with this format. It works. Students are engaged and empowered.	Offered opportunity for student opinion backed by critical reading, writing and research skills. They could express their opinions and support them with primary and secondary sources.	
		SLO #3A (Feher)	Students develop critical reading, writing and thinking skills through scholarship and course content and discussion. Also demonstrate accurate note taking.	Research papers reviewed and evaluated.	This strategy of a “research concept paper” in which students take a position (thesis) when a question is posed—and support their answer with primary and secondary sources works well. This will be continued.	Provide student more flexibility with concept paper.	
	HIST 8B	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 70% for the class (n=14). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 95%. Not all students discussed topics on regular demanded basis. This drove averages down. Some just simply visited time to time.	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. Instructor’s attention has been stressed on sourcing and authorship of the sources (e.g. No history.coms as citations)	
		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history.	Most students did well averaging 70% or higher individually. Class average stood at 77% (n=13). 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 (in some cases providing only one bibliographical citation). Papers were not submitted through originality report. 6 papers were not submitted.	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	Refined research questions and insistence on selecting one to avoid summary reports.	

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		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history.	Most students did well averaging 70% or higher individually. Class average stood at 77% (n=13). 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 (in some cases providing only one bibliographical citation). Papers were not submitted through originality report. 6 papers were not submitted.	papers were also posted as a guidance.	Refined research questions and insistence on selecting one to avoid summary reports.	
		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 60%. 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 70-80%. Perhaps motivation, decision to drop, or just testing the 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 but not required in these assessment and I presume that most did not have it at their disposal. The overall average would have been around 70% if all students completed the final proctored exam. I believe that the procrastination and failure to select a proctor caught some off guard. There was an interruption in the final exam internet feed via moodle, and scores needed to be adjusted.	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. Also, I need to closely monitor the midterm exam and remind students of the deadlines.	Quizzes have remained the same as in SPRING 2016. I do intend to adopt my new quizzes formulated based on the readings assigned next semester.	
	HUMA 1	SLO #1	Explain the impact of the arts on society and self.	- 35/35 students completed the final exam; among this number, the passing ratio was 89% - 100% of students demonstrated satisfactory levels in regards to this SLO - 0% 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. I will continue to evaluate myself to ensure that my	No changes were made from previous results	

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	HUMA 1	SLO #1	Explain the impact of the arts on society and self.		pedagogical practices remain flexible to best meet the needs of future courses I teach.	No changes were made from previous results	
				<ul style="list-style-type: none"> - 38/41 students completed the final exam; among this number, the passing ratio was 87% - 93% of students demonstrated satisfactory levels in regards to this SLO - 7% 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. I will continue to evaluate myself to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	No changes were made from previous results	
		SLO #2	Identify the unique characteristics of a specific form of art studies in class.	All students fully participated in these very important assessments	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	
		SLO #3	Compare and contrast art forms being studied in class and the relevant historical or cultural influences.	<ul style="list-style-type: none"> - 31/44 students successfully completed the Term Paper Assignment - 70% of students demonstrated satisfactory levels in regards to this SLO (i.e. completed and passed the assessment) - 30% of students did not demonstrate satisfactory levels in regards to this SLO (i.e. did not complete the assessment and did not receive a passing score.) 	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	
				<ul style="list-style-type: none"> - 33/35 students successfully completed the Term Paper Assignment - 94% of students demonstrated satisfactory levels in regards to this SLO - 6% 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	SLO #1	Communication - The ability	35 students fully participated in these very	The data indicates that for	Continued to refresh prompts and	

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	5	SLO #1	communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.	important activities.	the majority of students and, in most respects all the students, a continuation of current practice is indicated.	follow-up questions to enhance Summaries and Responses to the weekly myths	
		SLO #1 (Rehfeld)	Demonstrate knowledge of the multicultural myths and the primary ideas they represent	Students demonstrated adequate knowledge of primary ideas represented in myths, but factual knowledge could be improved.	A preliminary quiz will be given before the midterm, so students can gauge their knowledge of the myths and better prepare for the midterm.		
		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.	99% of students fully participated in these very important assessments 1% of students did not complete these assessments	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	
		SLO #2 (Rehfeld)	Identify primary similarities and the most significant differences found in multicultural myths.	Students were required to give a 30 minute presentation with class discussion, providing socio-historical context, commentary/analysis, and highlight similarities/differences between myths. Overall, it was a success.	I have prepared more detailed instructions and a clearer rubric, so students can adequately prepare.		
		SLO #3	Global Awareness - Cultivate knowledge, respect, and tolerance of ideas and beliefs originating in mythological thoughts from various cultures and perspectives dissimilar from one's own.	96% 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	
		SLO #3 (Rehfeld)	Distinguish key terminology connected to theories analyzing multicultural mythology	Students gained adequate understanding of terminology/theories/methods/etc.	I mainly focused on terminology and theories at the beginning and end of the course. Students were prepared for this terminology at the beginning, and it went over their heads. I will reiterate and review these terms more frequently throughout the course.		
		SLO #4 (Rehfeld)	Relate understanding of principles and terminology of	Success was marginal in this area	I had students reflect, relate, and apply the		

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)	theories associated with analyzing multicultural mythology as well as the contents of various myths and they correlate to student's personal view both orally and in writing.	Success was marginal in this area	principles and terminology in essay questions on the exams. Some students did well, but others missed the point entirely. In the future, I will do practice essays before the exams and give the students detailed feedback on how to improve and prepare for the exams.		
		SLO #5 (Rehfeld)	Respect diversity- multicultural values, traditions, ideas, and value contribution of other cultures.	Superior achievement in this area	While the exams specifically tested on these issues, success with this SLO was most obviously demonstrated through in-class discussions. It's easy to seem "respectful" in a paper, but when discussing controversial topics face-to-face, it is difficult—and the students did very well. In the future, I will change the essay questions to make them more relatable.		
	MATH 1	SLO #1	Demonstrate the ability to solve problems as listed in the objectives.	In Exam 1 3/3 or 100% of the class passed the exam with a 70% or higher.	The data indicates that 100% of the class passed Exam 1 and met SLO 1.	No changes were made.	
		SLO #2	Demonstrate the ability to analyze multiple representations of problems and the connections between such.	In Exam 2 3/3 or 100% of the class passed the exam with a 70% or higher.	The data indicates that 100% of the class passed Exam 3 in which SLO 2 was met.	No changes were made.	
		SLO #3	Demonstrate the ability to apply appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.	In the Final Exam 3/3 or 100% of the class passed the exam with a 70% or higher.	The data indicates that 100% of the class passed the final exam in which SLO 3 was met.	No changes were made.	
	MATH 101	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate	CRN 20292: Of the 33 students who took this exam, 24 achieved a score of C or higher. [72.7%]	The Math 101-50-55-3 sequence is being offered for the second time. Some	CRN 20292 was taught in 18 weeks with the usual scheduling. CRN 20293 was taught in 9 weeks by	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MATH 101	SLO #1	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.	CRN 20293: Of the 27 students who took this exam, 25 achieved a score of C or higher. [92.6 %]	aspects seems promising The same cohorts of students are not in the successive 9 week periods so comparisons are somewhat difficult. The needs of students to complete math requirements for transfer seem to be largely met. Students who use 18 weeks to complete Math 101 may have a gap before taking Math 50 with the teacher they have just gotten used to.	meeting twice as many hours each week. The 9 weeks class may have had students who were less intimidated by math. From what I overheard, they were more confident and motivated.	
				13/15 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 and showed work for partial credit.	I want to use a new teacher gradebook to increase student access to information and scores.	Very similar results from last year.	
				Data was collected from one appropriate problems on the final exam. The students demonstrated comprehension of the material 50% of the time.	I will continue this emphasis because it gives the students the tools they need for future classes.	More emphasis was placed on fractions, and less on the chapters that will not be expanded on in Math 50.	
				In Exam 1 20/23 or 87% of the class passed the exam with a 70% or higher. Only 13% of the students that took the exam did not passed Exam 1.	The data indicates that only 87% 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.	No changes were made	
		SLO #1A	#1 SWAT demonstrate orally and in written form,	Participation counts as extra credit points that is added to their classwork grade	Students will be given a more chance to participate		

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		SLO #1A	understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge	Participation counts as extra credit points that is added to their classwork grade	in the discussion.		
		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.	14/15 scored at/above 80%. The results were great because some students could use homework on tests as notes. Also, a practice final and midterm was provided for students complete.	I would like to provide practice exams with problems worked out with mistakes. The students will need to find the error and complete the problem correctly.	A practice final and midterm was provided for students complete. Scores improved so I raised the expectations from 75% to 80%.	
				CRN 20292: Of the 32 students who took this exam, 24 achieved a score of C or higher. [75 %] CRN 20293: Of the 26 students who took this exam, 24 achieved a score of C or higher. [92.3 %]	More variety of methods in the longer classes is needed by both students and instructor. Another aspect of accelerated classes that is being corrected: students are having trouble registering for the second class within a semester. Changes to Banner are in the works.	Having one section of accelerated format and one of usual length and format is being completed for the second time. Another instructor is also offering the accelerated format. Students seem happy to have the choice of time frames and instructors.	
				Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 37.5% of the time. The word problem selected from the final exam was not attempted by some students.	I will continue to emphasize word problems as the students will continue to encounter more difficult examples as they move forward.	No changes.	
				In Exam 3 18/23 or 78% of the class passed the exam with a 70% or higher. Only 22% of the students that took the exam did not pass Exam 3.	The data indicates that only 78% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In Exam 3 18/23 or 78% of the class passed the exam with a 70% or higher. Only 22% of the students that took the exam did not pass Exam 3.	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.	No changes were made.	
		SLO #2A	#2 SWAT demonstrate both content knowledge and test taking skills	17/20 students passed the class this semester	Increase on students staying in the program compared to last semester.	The same grading policy was administered for this semester.	
		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.	14/15 demonstrated proficiency (above 80%) during classroom activities. Students could use calculators on the final. This did improve students' performance. The other students also scored above 75%.	I worry that the technology is too available to make math 101 to easy. I want to use error analysis to test student comprehension more. I want to use a new teacher gradebook to increase student access to information and scores.	Scores improved but I would attribute this to overall higher math skills. Also, students were better at using their calculators on their phones.	
				CRN 20292: Of the 37 students who took this exam, 31 achieved a score of C or higher. [83.8%] CRN 20293: Of the 36 students who took this exam, 36 achieved a score of C or higher. [93 %]	More discussion in both classes about the two time frames available. More discussion about possibly teaching about study habits for the accelerated classes or for all classes.	More training on how to be a student might improve positive results earlier on.	
				Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 62.5% of the time.	Calculator work will continue to be given, and I will plan on showing more examples calculating interest and using exponents.	Calculators were introduced after the chapter on decimals, and the students were allowed to use them in the subsequent chapters.	
				In the Final Exam 17/23 or 74% of the class passed the exam with a 70% or higher. Only 26% of the students that took the exam did not pass the Final Exam.	The data indicates that only 83% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In the Final Exam 17/23 or 74% of the class passed the exam with a 70% or higher. Only 26% of the students that took the exam did not pass the Final Exam.	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.	No changes were made.	
		SLO #3A	#3 SWAT evaluate scientific data/facts, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community or scientific problems.	Final Exam: all 17 students who took the final exam passed the test. The 3 students who have not showed up after the midterm failed to take the final exam.	17/20 students passed the class this semester.		
	MATH 2	SLO #1	Graph data using calculator/computer software.	35 out of 42 students attempted and passed this assessment (83.3%). Seven of the eight students who did not attempt this assessment did not complete the course.	Students in this class are very proficient and comfortable with using various software programs and social media. Most are able to generate nice tables and charts using Excel and could upload the work to Instagram with instructions provided.	No changes have been made on this assessment.	
		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: 100%, Average: 0%, Below Average: %	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance.	
				Above Average: 60%, Average: 20%, Below Average: 20%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance.	
		SLO #1	Organize and analyze data.	42 out of 42 students took the test. The	The students performed		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Weis)	Test 1	class performed at an average of 82.6% and the median of the class for this SLO is 89.96%. The students met the class objective above the target.	excellent on this SLO. No changes need to be make for next semester.		
		SLO #2	Perform tests of hypothesis and confidence limits.	29 of 42 students attempted and passed this assessment (69.0%).	Students have an intrinsic understanding of polls and survey results, and are able to incorporate statistical terminology into their discussion. I would like to go into greater detail in explaining the “margin of error”.	No changes have been made on this assessment.	
		SLO #2 (Vartanian)	Students shall demonstrate the ability to perform simple linear regression analysis for estimation, inference, and prediction.	Above Average: 80%, Average: 20%, Below Average: 0%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab “Help Me Solve” guided assistance.	
				Above Average: 85%, Average: 15%, Below Average: 0%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab “Help Me Solve” guided assistance.	
		SLO #2 (Weis)	Graph data using calculator/computer software. Chapter 3 Test 2 materials.	40 out of 40 students took the test. The class performed at an average of 76.58% and the median of the class for this SLO is 90.25%. The students met the class objective above the target.	Doing well. No Changes.		
		SLO #3	Understand and interpret statistics terminology. Organize and analyze data using established methods and distributions.	31 of 42 students attempted and passed this assessment (73.8%).	Students are able to follow instructions to carry out an experiment that improve their understanding of the complex idea of sampling distribution of the mean. This is an important step in understanding the Central Limit Theorem.	No changes have been made on this assessment.	
		SLO #3 (Vartanian)	Students should demonstrate the ability to compute probabilities by modeling	Above Average: 70%, Average: 30%, Below Average: 0%	Encourage participation. Students are Benefiting from Discussion Board	Encourage use of MyMathLab “Help Me Solve” guided assistance	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Vartanian)	sample spaces and applying rules of permutations and combinations, additive and multiplicative laws and conditional probabilities.	Above Average: 70%, Average: 30%, Below Average: 0%	Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance	
				Above Average: 75%, Average: 25%, Below Average: 0%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance	
		SLO #3 (Weis)	Probability.	37 out of 37 students took the test. The class performed at an average of 73% and the median of the class for this SLO is 85.29%. The students met the class objective above the target.	The students performed average on this objective. I plan to add more youtube videos to enhance their study skills.		
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.	Of the 40 students who took this exam, 38 achieved a score of C or higher. [95%]	Both the 9 week and 18 week sections will be offered, but that has been planned. This course is one that is used for transfer. There is material pertaining to very different bachelor's degrees. Perhaps a project that focuses on their proposed bachelor's degree would help them see the connections.	This was not the semester slated for teaching one section in 9 weeks, but it will be taught after a 9 weeks Math 55 in Spring. So that is different from the last report but not a design change. This is generally a fairly successful course so only little changes like improved examples were made.	
				11 out of 13, that is 85% of the students passed this assessment, and 2 out of 13, that is 15% of the students failed this assessment. 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.	
				14 out of 17, that is 82% of the students passed this assessment, and 3 out of 17, that is 18% of the students failed this assessment. 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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 81.3% of the time.	I plan on including more logarithm problems in the assessments. The quiz for those sections was missing logarithms.	More time was spent on logarithms.	
				In Exam 1 20/22 or 91% of the class passed the exam with a 70% or higher. Only 2/22 or 9% of the students that took the exam did not passed Exam 1.	The data indicates that only 91% 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. 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.	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 notes during assessment as it has shown improvements.	
		SLO #1A	#1 SWAT demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	19 out of 21 students showed up and passed the final exam which helped them remain on good standing in my MATH3 class	Introducing the use of my recorded videos for college algebra which would give them a viable resource to understand the concept for each of the topic we are learning.	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	12 out of 13 passed this assessment, that is 92% of the students, and 1 out of 13 didn't pass this assessment, that is 8% 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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	objectives that may include; polynomial, exponential, and logarithmic functions and sequences and series, and their associated tables and graphs.	12 out of 13 passed this assessment, that is 92% of the students, and 1 out of 13 didn't pass this assessment, that is 8% 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.	
				14 out of 17 passed this assessment, that is 82% of the students, and 3 out of 17 didn't pass this assessment, that is 18% 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.	
				Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 75.0% of the time.	More time will be spent on reflections and transformations of exponential and logarithmic graphs, and I plan on including those problems in the assessments.	The problem chosen for the SLO assessment was more difficult than the previous problem.	
				In Exam 2 19/22 or 86% of the class passed the exam with a 70% or higher. Only 3/22 or 8% of the students that took the exam did not pass Exam 3.	The data indicates that only 86% 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	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In Exam 2 19/22 or 86% of the class passed the exam with a 70% or higher. Only 3/22 or 8% of the students that took the exam did not pass Exam 3.	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 as it has shown improvements.	
				Of the 40 students who took exam 3 there were 37 who achieved a grade of C or higher. [92.5 %]	The statement below was made on the previous SLO report for this class and exam. This did not seem to be true this time. Maybe enthusiasm and excitement were holding. There often seems to be a bit of burnout by exam 3. This may 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 later exams.	Same discussion as above on 9 week vs 18 week class. This was a single 18 week class offered at 8:30 am. I think this time is generally good for the mathematically mature student.	
		SLO #2A	#2 SWAT demonstrate both content knowledge and test taking skills	19/21 students passed the class this semester, 90% of the students who stayed in the program completed the coursework for this semester.	Increase on students staying in the program compared from last semester.	The same grading policy was administered for this semester	
		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, CAS, other.	12 out of 13 passed this assessment, that is 92% of the students, and 1 out of 13 didn't pass this assessment, that is 8% 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.	
				14 out of 17 passed this assessment, that	The above shows that most	Have kept doing same as before and	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				is 82% of the students, and 3 out of 17 didn't pass this assessment, that is 18% of the students. This is most likely due to errors in calculations.	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 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 100% of the time	The calculator-based problems are easy and the students don't have an issue with them.		
				In the Final Exam 20/22 or 91% of the class passed the exam with a 70% or higher. Only 2/22 or 9% of the students that took the exam did not pass the Final Exam.	The data indicates that only 91% 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 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 as it has shown improvements.	
				Of 39 students taking the exam, there were 38 who achieved a grade of C or higher. [97.4 %]	This is the highest level of mathematics class I taught this semester and the success on these SLOs was highest. I think that students' approach to mathematics classes	The course is very much the same from semester to semester. I try to come up with improvements for addressing individual topics.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Of 39 students taking the exam, there were 38 who achieved a grade of C or higher. [97.4 %]	improves as they progress through the sequence. Perhaps we should spend a little more time teaching students how to take a math class in their earlier math classes.	The course is very much the same from semester to semester. I try to come up with improvements for addressing individual topics.	
		SLO #3A	#3 SWAT evaluate scientific data/facts, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	All of the students who did not miss a meeting have completed all their assigned tasks for this semester.	Compared to the last semester, I had more student retention and completed the required tasks to pass my MATH3 class.	N/A	
	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	In Exam 1 10/12 or 83% of the class passed the exam with a 70% or higher. Only 2/12 or 17% of the students that took the exam did not passed Exam 1.	The data indicates that only 83% 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 are used in real life applications is one way I plan to improve student success in SLO 1.	No changes were made.	
		SLO #2	Representations/Connections : The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such.	In Exam 3 10/12 or 83% of the class passed the exam with a 70% or higher. Only 2/12 or 17% of the students that took the exam did not passed Exam 3.	The data indicates that only 83% 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	No changes were made.	

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		SLO #2	Representations/Connections : The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such.	In Exam 3 10/12 or 83% of the class passed the exam with a 70% or higher. Only 2/12 or 17% of the students that took the exam did not passed Exam 3.	action plan I plan to use during the next time of teaching the course.	No changes were made.	
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.	In the Final Exam 10/12 or 83% of the class passed the exam with a 70% or higher. Only 2/12 or 17% of the students that took the exam did not passed the Final Exam.	The data indicates that only 83% 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.	No changes were made.	
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.	CRN 20295: Of the 45 students who took this exam, 40 achieved a score of C or higher. [88.9%] CRN 20296: Of the 42 students who took this exam, 33 achieved a score of C or higher. [78.6%] 21/25 score at/above 70%. The student worked well together during lectures to prepare for the quizzes. Half of the 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 Math 101-50-55-3 sequence was offered again in this school year. I think there will be some rework, but I am not sure just what that will be. I want to use a new teacher gradebook to increase student access to information and scores. I would like to provide practice exams with problems worked out with mistakes. The students will need to find the error and complete the problem	CRN 20296 was taught in 9 weeks just after the 9 weeks Math 101. I don't know if the percentages here are statistically different. 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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				21/25 score at/above 70%. The student worked well together during lectures to prepare for the quizzes. Half of the 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.	correctly.	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.	
				26 of 28, that is 93% of the students passed this assessment, and 2 out of 28, that is 7% of the students failed the assessment. This was mostly due to those 2 students getting behind in the accelerated course and not being on track to pass the assessment due to lack of homework completion.	My plan is to watch students' homework completion more carefully and reach out as soon as I notice they are falling behind.	Paying more attention to students falling behind in the course - especially these two who failed it due to lack of homework completion.	
				27 out of 32, that is 84% of the students passed this assessment, and 5 out of 32, that is 16% of the students failed this assessment. 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.	
				Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 84.2% of the time.	The most important section covered happened to fall on the Wednesday before Thanksgiving, and more than half of the class was absent. I will make sure this doesn't happen again.	More homework was assigned.	
				In Exam 1 27/35 or 77% 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 77% 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	No changes were made.	

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				In Exam 1 27/35 or 77% 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.	in how integral exponents are used in real life applications is one way I plan to improve student success in SLO 1.	No changes were made.	
		SLO #1 (Weis)	Add, subtract, multiply and divide signed numbers. This objective is under Test 1.	28 students out of 29 students completed the test. Class average is 86% and the class median is 90%. The average grade and the median of SLO # 1 indicated that the students understood and achieved the class objectives.	NA	I used both Moodle and MYMATHLAB to post the weekly discussion topics and all related class assignments.	
		SLO #2	Representations/Connections : The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations that may include; fractions, decimals and percents, linear equations and associated tables and graphs.	21/25 on the midterm and improved to 23/25 on the final scored at/above 75%. I think the difference was because the students completed the practice final and asked more questions before the final.	I want to use a new teacher gradebook to increase student access to information and scores. I would like to provide practice exams with problems worked out with mistakes. The students will need to find the error and complete the problem correctly.	The changes that I made was to show up a few days early to help tutor students.	
				25 of 28, that is 89% of the student passed this assessment, and 3 out of 28, that is 11% of the students failed the assessment. This was mostly due to those 3 students getting behind in the accelerated course and not being on track to pass the assessment due to lack of homework completion.	My plan is to watch students' homework completion more carefully and reach out as soon as I notice they are falling behind.	Paying more attention to students falling behind in the course - especially these two who failed it due to lack of homework completion.	
				25 out of 32 passed this assessment, that is 78% of the students, and 7 out of 32 didn't pass this assessment, that is 22% 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.	
				CRN 20295: Of the 44 students who took this exam, 39 achieved a score of C or higher. [88.6%]	Instructor has tried to break up the long class—snacks, time for homework, etc. More	The instructor is showing some fatigue in the long class by now. Students mentioned some too.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				CRN 20296: Of the 40 students who took this exam, 32 achieved a score of C or higher. [80%]	needs to be done.	The instructor is showing some fatigue in the long class by now. Students mentioned some too.	
				Data was collected from three appropriate problems on the final exam. The students demonstrated comprehension of the material 73.7% of the time.	Students seem to struggle with graphing horizontal and vertical lines, including their equations and slopes. More time will be devoted to these, and I will continue to bring them up periodically during the semester.	I did a demonstration of graphing problems and how to enter answers in MyMathLab.	
				In Exam 3 29/35 or 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 3.	The data indicates that only 83% 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.	No changes were made	
		SLO #2 (Weis)	Solve linear equations and inequalities in one variable. This objective belonged to Test 2.	27 out of 29 students completed the test. 27 out of 27 students met SLO # 2 objective with 70% or higher. The success of 70% or higher reached at 100% level. Class average is 82% and the class median is 90%. The class average and the median for SLO # 2 indicated the students performed and understood the objective very well.	NA	The students mastered the concepts on these material. SO PROUD OF MY STUDENTS. 100% achievement.	
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate	23 of 28, that is 82% of the student passed this assessment, and 5 out of 28, that is 18% of the	My plan is to watch students' homework completion more carefully	Paying more attention to students falling behind in the course - especially these two who failed it due	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts that may include; four function calculator, scientific calculator, other.	students failed the assessment. This was mostly due to those 5 students getting behind in the accelerated course and not being on track to pass the assessment due to lack of homework completion.	and reach out as soon as I notice they are falling behind.	to lack of homework completion.	
				23/25 demonstrated proficiency (above 70%) during classroom activities. Students who struggle here are still struggling with the math concepts.	I want to use a new teacher gradebook to increase student access to information and scores. I would like to provide practice exams with problems worked out with mistakes. The students will need to find the error and complete the problem correctly.	The use of technology is coming more natural for students and the math skills/applications are improving because of it.	
				30 out of 32, that is 94% of the students passed this assessment, and 2 out of 32, that is 6% of the students failed this assessment. 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.	
				CRN 20295: Of the 45 students who took this exam, 38 achieved a score of C or higher. [84.4%] CRN 20296: Of the 28 students who took this exam, 15 achieved a score of C or higher. [53.6%]	More discussion in both classes about the two time frames available. More discussion about possible changes in study habits for the accelerated classes.	The results were way below expectations in the 9 weeks class. This may be due to difficulty in adjusting to the spacing of exams in this class.	
				Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 73.7% of the time	No changes are planned. The problems in the course that need a calculator are limited.		
				In the Final Exam 28/35 or 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not pass the Final Exam.	The data indicates that only 80% 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.	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In the Final Exam 28/35 or 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not pass the Final Exam.	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.	No changes were made.	
		SLO #3A (Weis)	Factor polynomials	26 out of 29 students completed the test. 24 students out of 26 students passed the SLO # 3 objective with a 70% or higher. Class average is 78% and the class median is 90%. Again, the students met and doing very well on this objective.	NA	No changes needed to be made. 24 out of 26 students achieved and met the objective. This is a 92% success rate on this objective of mastering the factoring concepts.	
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.	16 of 23, that is 70% of the students passed this assessment, and 6 out of 23, that is 30% of the students failed the assessment. This was mostly due to those 6 students not completing the assessment, as they had stopped completing assignments by this date but had not dropped. All 16 students who completed the assessment passed it.	My plan is to watch students' activity more carefully and reach out as soon as I notice they are falling behind, and check to see if I can work with the student to get them caught back up.	Paying more attention to students falling behind and following up with them until contact is made.		
				22 of 23 students attempted this assessment, 21 of 23 students passed (91.3%)	While it is easier to have every student's attention in the beginning of the course, it is also the time to establish a good relationship, to establish rapport, and to make it easier for the students to ask for help when they need to. It is obvious that only a small portion of the students can complete this course independently.	There has been no change in instruction method since the last assessment, students were more engaged in the first couple weeks before the material became more difficult.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In Exam 1 35/39 or 90% of the class passed the exam with a 70% or higher. Only 10% of the students that took the exam did not passed Exam 1.	The data indicates that only 90% 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 as it has shown improvements.	
				Pass = 11/22, No Pass = 11/22	Emphasize more conceptual questions on the HW for the Spring 2017 semester.		
				Pass = 24/44, No Pass = 20/44	Emphasize more conceptual questions on the HW for the Fall 2016 semester.		
		SLO #1(Vartanian)	Represent and analyze basic functions and their applications using tables, graphs, and equations.	Above Average: 90%, Average: 10%, Below Average: 0%	Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Encourage Discussion Participation.	Continue using MyMathLab Tutorial	
		SLO #1A	#1 SWAT demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	27/31 passed the class and 4 students are classified as "non-gradable" on the gradebook	The 6 students who failed the class stopped submitting the class after the 2nd half of the semester. They also failed to take the final exam which is an automatic 0% on their grade. About 20% of the class were not able to fulfill the requirement to pass the online class.	Assessment is the same as last semester	
		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;	16 of 22, that is 73% of the students passed this assessment, and 6 out of 22, that is 27% of the students failed the assessment. This was mostly due to those 6 students not completing the assessment, as they had stopped completing assignments by this date but had not dropped. All 16	My plan is to watch students' activity more carefully and reach out as soon as I notice they are falling behind, and check to see if I can work with the student to get them caught back up.	Paying more attention to students falling behind and following up with them until contact is made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	linear equations and inequalities, linear, quadratic, and rational functions, and their associated tables and graphs.	students who completed the assessment passed it.	My plan is to watch students' activity more carefully and reach out as soon as I notice they are falling behind, and check to see if I can work with the student to get them caught back up.	Paying more attention to students falling behind and following up with them until contact is made.	
				22 of 23 students attempted this assessment, 21 of 23 students passed (91.3%)	For this particular assessment, which took place in Lesson 2, a stronger visual presentation could be made to make this very visual lesson easier to understand. With the many software options available, and the implementation of Moodle, I think we should begin creating more customized visual contents. I would like to create some assignments that requires participation and presentation on the students' parts.	No changes were made since the last assessment. Almost all the students were still actively participating in the course and submitted work in Week 2 when this took place.	
				In Exam 3 34/39 or 87% of the class passed the exam with a 70% or higher. Only 13% of the students that took the exam did not passed Exam 3.	The data indicates that only 87% 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	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In Exam 3 34/39 or 87% of the class passed the exam with a 70% or higher. Only 13% of the students that took the exam did not passed Exam 3.	teaching the course.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.	
				Pass = 15/22, No Pass = 7/22	No changes		
				Pass = 28/44, No Pass = 12/44	No changes		
		SLO #2 (Vartanian)	Demonstrate algebraic skills in solving equations and solving Inequalities	Above Average: 80%, Average: 0%, Below Average: 20%	Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Encourage Discussion Participation.	Continue using MyMathLab Tutorial	
		SLO #2A	#2 SWAT demonstrate both content knowledge and test taking skills	27/31 passed the class and 4 students are classified as "non-gradable" on the gradebook	Encourage student to keep track of their progress online by regularly checking their gradebook to avoid missing the work due to not remembering dates of deadlines.	Discussion grade is currently with the homework grade and will be a separate category for the next semester.	
		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.	16 of 23, that is 70% of the students passed this assessment, and 6 out of 23, that is 30% of the students failed the assessment. This was mostly due to those 6 students not completing the assessment, as they had stopped completing assignments by this date but had not dropped. All 16 students who completed the assessment passed it.	My plan is to watch students' activity more carefully and reach out as soon as I notice they are falling behind, and check to see if I can work with the student to get them caught back up.	Paying more attention to students falling behind and following up with them until contact is made.	
				20 of 23 students attempted this assessment, 18 of 23 students passed (78.3%)	For this assessment, I believe we can improve students' performance by providing more visual contents, and accelerating or revising the instruction of the earlier lessons. I think we can redesign some assignments to use more hands on type technology to get students more actively involved.	No changes have been made since the last assessment, and we are seeing similar results. With more difficult material and little time to catch up, many students were not able to spend enough time to master the technology aspect of the course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In the Final Exam 36/39 or 92% of the class passed the exam with a 70% or higher. Only 8% of the students that took the exam did not pass the Final Exam.	The data indicates that only 92% 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 in the classroom.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.	
				Pass = 19/22, No Pass = 3/22	No changes		
				Pass = 30/44, No Pass = 10/44	No changes		
		SLO #3 (Vartanian)	Solve applied problems by defining variables, writing equations, finding solutions and interpreting the results	Above Average: 70%, Average: 20%, Below Average:10%	Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Encourage Discussion Participation.	Continue using MyMathLab Tutorial	
		SLO #3A	#3 SWAT evaluate scientific data/facts, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	27/31 Passed the class and 4 students are classified as "non-gradable" on the gradebook	I will record a video on the policy and rule of submission of homework online next semester. !00% would have been achieved had students stayed in the program for the whole 9 weeks. I will be creating a video for my next semester's syllabus to make the policy for the students more comprehensible.	Homework and discussion grade will be graded separately next semester.	
	MGMT 3	SLO #1	Examine the purpose and functions of human resource management in both domestic and international corporations to include an	71% of the students completed these assignments with a 70% or better	Since the remaining 34% of the students were unsuccessful because they did not complete the assignment as required, I	Essay homework assignments replaced an objective exam for this SLO.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MGMT 3	SLO #1	evaluation of the resources functions of job search, recruitment, staffing, training and employee evaluation processes.	71% of the students completed these assignments with a 70% or better	am not sure what changes need to be made in the teaching strategy. I will use the next presentation of the class to monitor students' progress and make changes as necessary. I will monitor whether the change in #10 will retain understanding of this learning outcome as well as improve understanding for the 29% of students that were not successful.	Essay homework assignments replaced an objective exam for this SLO.	
		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.	70% of the students completed this exam with a 70% or better	The data indicates that some changes to the midterm are necessary. I will revise quiz questions #10, #23, #33, #38, #43, and #48. I expect these changes to retain understanding of this learning outcome as well as improve understanding for the 30% of students that were not successful. After the revision, I will observe the change in student understanding of the concepts.	There were no revisions made from the previous presentation of the course.	
		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, including the unionization process, union representation in today's workforce, including the unionization process, collective bargaining and	65% of the students completed this assignment with a 70% or better.	Although the statistic for this SLO did not meet the minimum requirement, the primary reason is that 6 students did not turn in the final paper. The final paper is a required assignment and as stated in the syllabus, students cannot receive a grade in the course without it. In my other classes, I changed the proctored exam to the midterm. In those classes I	No changes were made from the last presentation of this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	union legislation.	65% of the students completed this assignment with a 70% or better.	seem to have greater success receiving final papers. Therefore, I plan to change the proctored exam for this course to the midterm and observe whether this will make a change in the success of the students in this content area.	No changes were made from the last presentation of this course.	
	MGMT 5	SLO #1	Evaluate the nature and purpose of management and describe various approaches to management, as well as their contributions and limitations.	93% of the students completed this SLO with 70% or better	The data indicated that the vast majority of the students understand this concept based on their responses to the discussion. The 7% that were not successful were unsuccessful because they did not fully respond to the discussion question or to the response of one of their classmates. I will monitor student participate on this discussion question the next time the course is presented.	There were no changes based on the previous presentation of the course.	
		SLO #2	Examine the five functions for all managers and the opportunities for application at the various levels of management.	78% of the students completed this SLO on the midterm.	The data indicates that the concept was presented successfully to an increased number of students. However, after review of the midterm I found that there were a few questions that I will revise in the attempt to reach the additional 22% of the students. I will revise the following questions on the midterm: #2, #7, #8, #16, #26, #72, #78, #83, #99, #103, #108, and #108.	Without any changes to the course, there was an 18% increase in student success on this SLO.	
		SLO #3	Analyze decision making as a rational process and define the nature of leading and	86% of the students achieved 70% or better on this assignment.	The data indicates that the students are more successful expressing	Since the last reporting period, the objective exams were replaced with an essay assignment to cover this SLO.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	leadership in relationship to the human factors that affect managing.	86% of the students achieved 70% or better on this assignment.	themselves in writing than they were on an objective exam. Although this is good results. I do not want to exclude objective exams. I will replace the essay quiz with the previous objective quiz from the last presentation and observe the results. After my observation, I may change some questions on the objective exam to see if the problem is the wording of the questions.	Since the last reporting period, the objective exams were replaced with an essay assignment to cover this SLO.	
	MGMT 6	SLO #1	Examine the continuous improvement of the effectiveness of organizations and their members.	Organizational behavioral trends indicators essay/case study-Students examined the actions, words and behaviors of leaders in the workplace. 16 out of 16 completed this assignment earning a B or better grade.	None, I found this course very rewarding and believe that students received the education promised.	1st time teaching this course - None.	
		SLO #2	Determine why people and groups in organizations feel and behave as they do.	Written assignment - Managing stress and emotions in the workplace. Identifying causative factors and measures that will or will not benefit life, educational and workplace satisfaction. 16 out of 16 students completed this assignment and all earned a B or better grade.	None; I found this course very rewarding and believe that students received the education promised.	None	
		SLO #3	Identify processes and methods that can improve the behavior and attitudes of organizational members and, thus their effectiveness both for the individual as well as the organization.	Written assignment: what is the difference between extrinsic and intrinsic motivation? 16 out of 16 students completed this assignment and all earned a B or better grade	None; I found this course very rewarding and believe that students received the education promised.	None	
	MUSI 12A	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	4-A; 2-D; 2-F Two students that had an 'A' average did not show for final exam	A separate bass clef quiz will be given which will emphasize the identification of bass clef notes. Check each student privately mid way in the semester	More time was made for quizzes on the whiteboard for note identification.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Theory - Understand basic theory appropriate to level.	7-A; 1-C	Very successful and have peers helping each other	Took more time with flash cards of notes for treble and bass.	
		SLO #3A (Frazee)	To have guest musicians to enrich the class so students will be inspired above the regular requirements of class.	All students very interested, attentive, and interactive with the guest musicians.	Do the same - it was great.	Included two students in separate performances. Also, had a professional performance by a harpist.	
	MUSI 12B	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	100% - A	A separate key test will be given.	More time was made for quizzes on the whiteboard for key identification.	
		SLO #3	Theory - Understand basic theory appropriate to level	100%-A	Work much with flash cards of theory notes and key signatures	Had student help students of lower level to understand basic theory	
		SLO #4	To have guest musicians or student performance to enrich the class so students will be inspired above the regular requirements of class.	Reaction to in-class performance	Do the same, as it was great!!	The student in Level B did an excellent performance for the class and the class also had a professional harpist do a separate performance, It was great!!	
	MUSI 12C	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	100%-A	Have students do duets.	Students stayed together as a group.	
		SLO #3	Theory - Understand basic theory appropriate to level.	50%-A, 50%-B	Continue to do the same	Students in level C help each other	
		SLO #4	To have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of class.	All students very interested, attentive and interactive with guest musicians.	Continue to do the same.	Include students for class performance and professional pianist/harpist	
	MUSI 2	SLO #1 (Hosharian)	Students will research a musical composer and write an essay about their history and choose two compositions to analyze. In their analysis they must include melody/harmony, dynamics, tone color, instruments used, rhythm, tempo and form.	33 students submitted the written assignment. 31 out of 33 students followed the assignment correctly by analyzing each of the compositions according to the instructions given. Students are now able to distinguish the difference between melody, harmony, dynamics, tone color, instruments used, rhythm, tempo and form.	Those students who completed the assignments were successful. Therefore, I feel that this assignment will be used for my future courses.	N/A	
		SLO #2 (Hosharian)	Students will: 1) compare and contrast variations of a musical composition; 2) discuss melody, harmony and rhythm and 3) identify instruments, through an	99% of the students participated in online discussions. This interaction between students developed their understanding of the above-mentioned musical materials. This also helped prepare students for the written paper.	I will continue to use these discussion boards as a place for students to interact and analyze musical compositions and musical materials to help	N/A	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Hosharian)	online discussion board.	99% of the students participated in online discussions. This interaction between students developed their understanding of the above-mentioned musical materials. This also helped prepare students for the written paper.	them better understand music.	N/A	
		SLO #3 (Hosharian)	Through discussion, objective exam and written work, students will understand the value of music.	Students have told me that they now see music in a different light. When students listen to music, they now listen for melody, harmony and try to figure out which instruments are being used. Students also understand the structure of the music and can identify sections in a composition.	To continue to teach students these musical concepts in appreciating music.		
MUSI 3	SLO #1	Analyze the historical and sociological effects of American music.	Project Summary ? 18% received an "A" (6 out of 34 students) ? 35% received a "B" (12 out of 34 students) ? 24% received a "C" (8 out of 34 students) 53% received a "B" or higher (18 out of 34 students) 76% received a "C" or higher (26 out of 34 students) The remaining 24% (8 students) received a "D" or lower due to not following instructions.	This is an effective assignment. No changes are recommended at this time.	? Adjustments were made to 3 of the questions in the instructions to make them and the required structure more clear. 87% received a "C" or higher in the Fall of 2014 83% of students received a "C" or higher in the Spring of 2015 79% of students received a "C" or higher in the Fall of 2015 93% of students received a "C" or higher in the Spring of 2016 ? Although the number is lower than previous semesters, it's still a healthy number. A large majority of students passed the assignment with a "C" or higher. More care was taken in answering the questions than previously.		
		SLO #2(2)	Understand and explain the value of the arts.	There was a healthy discussion and 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. Sample Comments: ? I agree, because it has been proven that music helps a person	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.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2(2)	Understand and explain the value of the arts.	<p>concentrate better and to become smarter. The first lesson children are taught are their ABC's singing. Music is used in learning TV shows with catchy tunes to help kids memorize important information such as history and math. I do agree that if children are denied art it would be denying humanity. Music is the universal tongue that everyone understands and without it's teaching it would be losing an important part of history. We use music as an expression when angry, sad, and happy not teaching it's background and importance many wouldn't really understand to appreciate it.</p> <p>? I completely agree with this statement and have seen it first hand. In my school we saw these exact problems where the school offered up dropping band and choir first. This ultimately caused an outrage in the school among the parents as they saw the benefits of music education. I myself was involved in everything musical as well as athletic in my school and would have greatly suffered from those cuts.</p> <p>? As the husband of a music teacher this topic is near and dear to my heart. Immediately following high school, I didn't go to college. In some ways this was a mistake, in other ways it was a blessing. It enabled me to establish a career, better prepared me for college, and I can say I respect the process far more now than I did at 18. There is little doubt I would have completely failed at life if not for things like the arts.</p> <p>? Schools are putting far too much emphasis on Math and Science. The world is not going to be a bunch of engineers at Boeing building jet engines. I'm a technology executive at a fortune 50 company (yes your read that correctly) and I don't use half the things they made us learn in school. The argument is it</p>	<p>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.</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2(2)	Understand and explain the value of the arts.	<p>makes you more well-rounded. While that is a fair argument, how does loading kids up on advanced calculus contribute to that? Art, music, industrial technology – these things taught me how to be creative. Creativity is how we innovate; it's how we grow. Great, you can memorize how to do math really well – you know what has never come up in a meeting? My quantitative math skills. Don't confuse my ability to be an accounting whiz with advanced math – they're two very different skills. I'd be lost without a calculator but I can get you an ironclad depreciation program. That said, I use my creativity and culture all the time. Just last week I paraphrased Gilbert and Sullivan in a meeting quipping "I am the slave of duty". Arts make us smarter, more articulate, well rounded, cultured, and best of all...creative.</p> <p>? A musical and art education is thought to enrich a child's appetite for learning, and although there are benefits from this style of knowledge, it is an individual experience. It can change how you think and express yourself, and enhance the environment around you. I agree with the statement, that an "arts education has many positive effects, teaching children discipline and teamwork, giving them the opportunity to excel." I believe research is now concluding that the benefit of an art and music education is tremendously valuable for children; especially for children aged 2 to 9 years old. According to the Children's Music Workshop, music facilitates the learning of other subjects and enhances children's skills in other areas as they progress into more formal learning. They claim it integrates and stimulates simultaneous skill sets; such as using their eyes and ears, as well as their large and small muscles. Research further indicates there is more neural activity in the</p>	<p>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.</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2(2)	Understand and explain the value of the arts.	<p>musically trained- based upon conclusive changes in children's brain images, after musical instruction and practice. There are believed to be improved spatial temporal skills over time, such as visualizing elements that should go together-just as one would with math skills. A study by Schellenberg published in 2004, tested IQ differences in groups of six year olds; some of which were given music lessons and others who were exposed to general arts. Those with music lessons tested an average of 3 points higher than the other group with their IQ scores. Elementary schools with superior music programs scored about 20% higher on math and English on standardized testing compared to those with low-quality music programs. Further research by professors at Harvard and Boston colleges, marked children with music instruction as having more sound discrimination and fine motor tasks. It becomes hard to deny the truth of these current studies.</p> <p>? According the website calottery.com, the ca lottery has sent more than \$1 billion dollars to the public education system. That means K-12, Community Colleges, CSU and UC campuses and several specialized schools. Even though this only covers 1% of public educations overall needs, this money that could help to keep a music program going in a school.</p> <p>? Losses of these community programs, particularly sports or music, will disproportionately affect children of lower socioeconomic families. Families which can afford to send their children to private extracurricular activities will not nearly be as affected by these losses. Schools provide these community programs as effective and efficient ways to supplement enrichment for those children who wish to take advantage of the opportunity, and to cultivate a deeper learning. However, I do</p>	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.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2(2)	Understand and explain the value of the arts.	not feel we can blame the welfare of our society on the elimination of community programs. I do think that these programs are beneficial to some students, such as sports encouraging athletes to stay in school and keep their grades up; or perhaps the Health Education classes to keep teens informed about their health and their choices. Schools must make every possible effort to balance the academic opportunities with the chance to grow children's identities and passions through avenues such as athletics or arts. There will be people who will feel these activities kept them from destructive choices, and for those students who chose a positive outlet-then the community has succeeded. I believe the most impactful change for problems such as teen pregnancy, increased crime rate, and the overall welfare of our society must be taught at home. Schools and communities cannot take the place of an upbringing, which must be emphasized at home. Sadly, I know that there are so many children who do not have a role model and must rely on a system to instill values and life education and opportunities, and we all hope that those children will choose the correct path. For those children, I am heartbroken that society cannot do more to make a difference and provide all they will need to ensure success.	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.		
	MUSI 4	SLO #1	Through rehearsal and performance, demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).	Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique. 4: ? 13% (1 out of 8 students) received a score of 3.5 out of 4. ? 38% (3 out of 8 students) received a score of 3 out of 4 ? 25% (2 out of 8 students) received a score of 2.5 out of 4	Work on expression and vowels will continue but more work on breath support is needed.	The last measurement said: "...it's still important to continue to work on vowels, breathing, and expression." Expression in their singing was stronger. Vowels were pretty consistent.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MUSI 4	SLO #1	Through rehearsal and performance, demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).	? 25% (2 out of 8 students) received a score of 2 out of 4 ? 50% of students received at least a 3 out of 4 ? 100% of students received a 2 and above	Work on expression and vowels will continue but more work on breath support is needed.	The last measurement said: "...it's still important to continue to work on vowels, breathing, and expression." Expression in their singing was stronger. Vowels were pretty consistent.	
		SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	Evaluation forms of the rehearsal video and the performance video for comparison. A rubric is on the first page and comments are on the second page. 4 (7 students measured out of 8 because the 8th student didn't complete both evaluations) Balance: 57% saw improvement 43% had the same score for each 0% saw regression Blend: 43% saw improvement 57% had the same score for each 0% saw regression Diction: 29% saw improvement 57% had the same score for each 14% saw regression Phrasing & Expression: 57% saw improvement 43% had the same score for each 0% saw regression.	4: 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.	
		SLO #3	Through self-evaluation, demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.	Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir. 4: Languages – Latin, Spanish, English, American Ethnicities – Puerto Rican, French Genres – Religious, Pop, Secular, Sacred Musical Eras – Contemporary, Medieval, Classic, Holiday, Country, Folk (Incorrectly named: French as language, Swahilian, African, Gospel, Country)	Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.	The last measurement stated "Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Through self-evaluation, demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.	(Not named:)	Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.	The last measurement stated "Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.	
	MUSI 4B	SLO #1	Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).	<p>Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique.</p> <p>? 14% (1 out of 7 students) received a score of 4 out of 4</p> <p>? 14% (1 out of 2 students) received a score of 3.5 out of 4</p> <p>? 29% (2 out of 7 students) received a score of 3 out of 4</p> <p>? 14% (1 out of 7 students) received a score of 2.5 out of 4</p> <p>? 29% (2 out of 7 students) received a score of 2 out of 4</p> <p>? 29% (2 out of 7) improved in their score from MUSI 4</p> <p>? 43% (3 out of 7) had their score stay the same</p> <p>? 29% (2 out of 7) had their score go down, but only by .5 point.</p>	Work on expression and vowels will continue but more work on breath support is needed.	The last measurement said: "...it's still important to continue to work on vowels, breathing, and expression." Expression in their singing was stronger. Vowels were pretty consistent.	
		SLO #2	Demonstrate improved knowledge of choral technique (balance, diction, dynamics).	<p>(6 students measured out of 7 because the 7th student didn't attend the final)</p> <p>KMc Prior experience has taught that sheet music is only a base. The choir director introduces dynamics to give each song distinction. In this sense, no recitation between choirs is the same, lending a unique "voice" to every group.</p> <p>KMi It has changed a lot in choir. Good advice that you have given.</p>	Most of the 4B students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. Also, one of my 4B and my 4C student have certain challenges that rendered	No changes were recommended.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Demonstrate improved knowledge of choral technique (balance, diction, dynamics).	<p>PS I understand dynamics better than I did the 1st semester. I also can read notes on a music sheet.</p> <p>AS My previous experience in College Choir has shown me how dynamics are properly used. This knowledge helped me predict where certain dynamics should be and the range of each dynamic.</p> <p>MS My previous experience has helped me to read sheet music better.</p> <p>NT My past experiences in choir helped me because I was able to use my performing skills to help the sopranos. I was able to help the sopranos sing together and almost got our notes to float like they were on a cloud. I also think my vowels and diction have improved since I first started singing.</p>	<p>their answers not as intelligible. The expectation is that the 4B students will answer more clearly when they take 4C. 4D students had a clear understanding of what dynamics will be likely and why. No changes are recommended at this time.</p>	No changes were recommended.	
		SLO #3	Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.	<p>Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir.</p> <p>Languages – Spanish, Korean, Latin</p> <p>Ethnicities – French, Puerto Rican, African, English, American</p> <p>Genres – Traditional, Religious, Secular, Folk, Pop, Gospel, Country Folk, Funk, Classical, Disco</p> <p>Musical Eras – Medieval, Contemporary, (Incorrectly named: Baroque, Renaissance) (Not named: Celtic, Novelty)</p>	<p>Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.</p>	<p>The last measurement stated "Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.</p>	
	MUSI 4C	SLO #1	Demonstrate advanced elements of proper vocal technique (breathing, posture, vertical alignment).	<p>Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique.</p> <p>? 100% (only 1 student registered for 4C) received a score of 3 out of 4</p> <p>? This student improved from a 1.5 in MUSI 4 to a 3 in 4B. She still received a 3 in 4C.</p>	<p>Work on expression and vowels will continue but more work on breath support is needed.</p>	<p>The last measurement said: "...it's still important to continue to work on vowels, breathing, and expression." Expression in their singing was stronger. Vowels were pretty consistent.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).	Evaluation forms of the rehearsal video and the performance video for comparison. A rubric is on the first page and comments are on the second page. SS It helped me pay attention to the director more what the director does with the hand gestures and to go soft when supposed to. Going singing softer than what I think is soft for right dynamics.	Most of the 4B students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. Also, one of my 4B and my 4C student have certain challenges that rendered their answers not as intelligible. The expectation is that the 4B students will answer more clearly when they take 4C. 4D students had a clear understanding of what dynamics will be likely and why. No changes are recommended at this time.	No changes were recommended.	
		SLO #3	Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.	Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir. Languages – Spanish, Korean Ethnicities – Puerto Rican, French, African Genres – Country Folk Musical Eras – (Incorrectly named: Jazz) (Not named: Latin, Medieval, Contemporary, Novelty, Pop, Funk, Celtic, Gospel)	Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.	The last measurement stated "Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question." This was accomplished and it helped. 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).	Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique. ? 100% (2 students) received a score of 4 out of 4 ? Student 1 had 4's in MUSI 4 and 4B, went to a 3 in 4C, and then back to a 4 in 4D. ? Student 2 had consistent improvement. A 2 in MUSI 4, 3 in 4B, 3.5	Work on expression and vowels will continue but more work on breath support is needed.	The last measurement said: "...it's still important to continue to work on vowels, breathing, and expression." Expression in their singing was stronger. Vowels were pretty consistent.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MUSI 4D	SLO #1	Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).	in 4C, and a 4 in 4D.	Work on expression and vowels will continue but more work on breath support is needed.	The last measurement said: "...it's still important to continue to work on vowels, breathing, and expression." Expression in their singing was stronger. Vowels were pretty consistent.	
		SLO #2	Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).	<p>Evaluation forms of the rehearsal video and the performance video for comparison. A rubric is on the first page and comments are on the second page.</p> <p>LF I know held notes will often crescendo. I know that if there are repeated lines, one will be forte and the other will be piano or mezzo.</p> <p>MI I am able to anticipate dynamic choices because their purpose is to make the song more interesting by alternating levels of loud and soft. If the previous phrase was forte, the next should be piano for emphasis and variety.</p>	Most of the 4B students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. Also, one of my 4B and my 4C student have certain challenges that rendered their answers not as intelligible. The expectation is that the 4B students will answer more clearly when they take 4C. 4D students had a clear understanding of what dynamics will be likely and why. No changes are recommended at this time.	No changes were recommended.	
		SLO #3	Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.	<p>Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir.</p> <p>Languages – English, French, Spanish, German, Latin, Italian, Swahili, Korean</p> <p>Ethnicities – African, Puerto Rican</p> <p>Genres –Pop, Secular, Sacred, Gospel, Folk, Pop</p> <p>Musical Eras – Baroque, Modern, Medieval, Renaissance, Classical, Contemporary</p> <p>(Incorrectly named: Hip-hop, Rock)</p> <p>(Not named: Novelty, Funk, Celtic, Disney)</p> <p>Students in 4B/C/D were able to name additional languages, ethnicities, genres, and eras of music they'd experienced. This shows that their knowledge has expanded.</p>	Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.	The last measurement stated "Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.			Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used.	The last measurement stated "Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.
MUSI 6A		SLO #1A (Moreno)	student should be knowledgeable about the physical characteristics of playing their instrument which a quality sound and throughout the range of their instrument	Since this is a performance orientated class a majority of the assessment was through attendance and performance of said SLO through large group performance and observation, small group performance and observation, and individual performance and observation. In terms of SLO #1 all students should build towards playing with a quality sound in all ranges (low, mid, and high) of the instrument. They should also have a firm grasp of how embouchure, breathe support, and tongue level can effect the sound production of their instrument.	To continue working on student tone quality through a series of long tones, chorales, and listening exercises, as well as to give a more thorough explanation of the physical characteristics of playing using examples and discussion.	A more thorough explanation of the physical characteristics of playing.	
		SLO #2A (Moreno)	Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be able to play in tune and in a balanced ensemble.	In terms of SLO #2 all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tuning through a series of exercises including playing chorales and tuning exercises. Also, putting more of an emphasis on articulation and style.	More emphasis was placed on tuning and education of articulation in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	
		SLO #3A (Moreno)	Students should be able interpret music notation including dynamics, tempo, style, articulation, note length, and notation.	Many students are still not able to sight-read music at a high level. This was observed through student struggles with Grade 3 level music. Some of the students play at a high level, but we still have many students who play at a lower level and are	I will continue to put an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets	We will continue to play mid level to lower mid level music. As the program and the class grows hopefully we can attract more members and members with a stronger background in music.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A (Moreno)	Students should be able interpret music notation including dynamics, tempo, style, articulation, note length, and notation.	not able to properly interpret music notation including complicated rhythms and time signatures. This can be attributed to a lack of practice by many students outside of class.	written by Mr. Moreno.	We will continue to play mid level to lower mid level music. As the program and the class grows hopefully we can attract more members and members with a stronger background in music.	
MUSI 6B		SLO #1A (Moreno)	Students should be knowledgeable about the physical characteristics of playing their instrument which a quality sound and throughout the range of their instrument.	Since this is a performance orientated class a majority of the assessment was through attendance and performance of said SLO through large group performance and observation, small group performance and observation, and individual performance and observation. In terms of SLO #1 all students should build towards playing with a quality sound in all ranges (low, mid, and high) of the instrument. They should also have a firm grasp of how embouchure, breathe support, and tongue level can effect the sound production of their instrument.	To continue working on student tone quality through a series of long tones, chorales, and listening exercises, as well as to give a more thorough explanation of the physical characteristics of playing using examples and discussion.	A more thorough explanation of the physical characteristics of playing.	
		SLO #2A (Moreno)	Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be able to play in tune and in a balanced ensemble.	In terms of SLO #2 all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tuning through a series of exercises including playing chorales and tuning exercises. Also, putting more of an emphasis on articulation and style.	More emphasis was placed on tuning and education of articulation in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	
		SLO #3A (Moreno)	Students should be able interpret music notation including dynamics, tempo, style, articulation, note length, and notation.	Many students are still not able to sight-read music at a high level. This was observed through student struggles with Grade 3 level music. Some of the students play at a high level, but we still have many students who play at a lower level and are not able to properly interpret music notation including complicated rhythms and time signatures. This can be attributed to a lack of practice by many students outside of class.	I will continue to put an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets written by Mr. Moreno.	We will continue to play mid level to lower mid level music. As the program and the class grows hopefully we can attract more members and members with a stronger background in music.	
MUSI 6C		SLO #1A (Moreno)	Students should be knowledgeable about the physical characteristics of	Since this is a performance orientated class a majority of the assessment was through attendance and performance of	To continue working on student tone quality through a series of long	A more thorough explanation of the physical characteristics of playing.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MUSI 6C	SLO #1A (Moreno)	playing their instrument which a quality sound and throughout the range of their instrument.	said SLO through large group performance and observation, small group performance and observation, and individual performance and observation. In terms of SLO #1 all students should build towards playing with a quality sound in all ranges (low, mid, and high) of the instrument. They should also have a firm grasp of how embouchure, breathe support, and tongue level can effect the sound production of their instrument.	tones, chorales, and listening exercises, as well as to give a more thorough explanation of the physical characteristics of playing using examples and discussion.	A more thorough explanation of the physical characteristics of playing.	
		SLO #2A (Moreno)	Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be able to play in tune and in a balanced ensemble.	In terms of SLO #2 all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tuning through a series of exercises including playing chorales and tuning exercises. Also, putting more of an emphasis on articulation and style.	More emphasis was placed on tuning and education of articulation in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	
		SLO #3A (Moreno)	Students should be able interpret music notation including dynamics, tempo, style, articulation, note length, and notation.	Many students are still not able to sight-read music at a high level. This was observed through student struggles with Grade 3 level music. Some of the students play at a high level, but we still have many students who play at a lower level and are not able to properly interpret music notation including complicated rhythms and time signatures. This can be attributed to a lack of practice by many students outside of class.	I will continue to put an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets written by Mr. Moreno.	We will continue to play mid level to lower mid level music. As the program and the class grows hopefully we can attract more members and members with a stronger background in music.	
	MUSI 8A	SLO #1	Distinguish, analyze, and create vocal music utilizing correct balance, diction, tone production, rhythm, and pitch accuracy.	Students were given a Self-Evaluation form to complete after they watched the video of their choir concert performance. They had to write positive aspects and negative aspects about the performance both of the choir and their own contribution. Sample Comments from Each Student: MI ? The blending in "God Rest Ye" was beautiful, all parts were equal with few exceptions.	This class is for more advanced singers and it shows in their thoughtful comments. Their feedback is articulate and detailed. It's also interesting to note that students who took my Broadway Voice class talked more about vowels and breath support. The difficulty with this SLO is how to show that	No changes were recommended.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MUSI 8A	SLO #1	Distinguish, analyze, and create vocal music utilizing correct balance, diction, tone production, rhythm, and pitch accuracy.	? "Sugar Plum" sounded lazy and the notes weren't as staccato as they could be. ? Compared to [student X]. my jaw does not look as dropped and open.	intermediate students showed improvement in the SLO. The measurement needs to be revisited, perhaps amending the assignment for intermediate students.	No changes were recommended.	
		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: Student Wrksht 1 Wrksht 2 Wrksht 3 Wrksht 4 Wrksht 5 Wrksht 6 MI 94% 90% 84% 98% 86% 90%	Some songs are still more difficult to do research on than others but students still didn't always put enough thought into some of the questions. The worksheet still needs some editing to allow for more clear specificity. Regarding the intermediate students, only half of them improved, on average, with their scores. Being that this is only the second time this class was taught, any further changes to this measurement will be looked at after the next semester.	The last time the class was taught, the action plan stated: "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 done. It seemed to help with those specific questions. The average for all but one student was 90% and above. That one student still received an average of 87%, which is still a good score.	
	ORIE 1	SLO #1	Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their student and study skills.	100% of students (38 of 38) met this target. This course consists primarily of highly motivated high school juniors as well as a small number of traditional college students. Most students entered the course already possessing a variety of academic strategies. Nonetheless, all did gain some additional strategies as well. CRN 20448 (33 of 38 C or better) 83%, CRN 20450 (27 of 29 C or better) 89%, CRN 20449 (15 of 17 C or better) 79%, CRN 20447 (35 of 37 C or better) 81%.	No change needed based on the data; however, I am always updating the strategies based on my own continued research, and I add new tools to the course content as I discover them. Students scoring below 70% will be referred to counselors and ACCESS.	N/A. The last time I completed an SLO form this course had different SLOs. No changes made: previous results 83%, 85%, 84%, 81%.	
				Time Management and Academic Written Plan – Students examined their day to day life and lifestyle decisions and how choices	None . . . the above listed change in delivery netted a great SLO outcome . . .	Spent 2hrs and 50 minutes during the 2nd class meeting going over APA writing format, conducted a walking	

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				directly and indirectly impacted their academic school success choices. 27 out of 27 completed this assignment earning a B or better grade.	None . . . the above listed change in delivery netted a great SLO outcome . . .	tour of the BCC (entire) campus, LRC and provided students and example of a completed assignment.	
		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.	CRN 20448 (29 of 38 students C or better) 78% CRN 20450 (21 of 29 students C or better) 82% CRN 20449 (16 of 17 students C or better) 88% CRN 20447 (26 of 37 students C or better) 72%	No change proposed	Career study and Ed Plan reassembled into one assignment. Previous results 95%, 88%, 89%, 85%	
		SLO #2 (Courtney)	Identify strength, weakness, opportunities and threats to make sound educational and career choices	Written assignment – SWOT/Strength, Weakness, Opportunity and Treat analysis. Identifying causative factors and measures that will Or will not benefit life, educational and career choices. 27 out 27 students completed this assignment and all earned a B or better grade.	None . . . the above listed change in delivery netted a great SLO outcome . . .	Spent 2hrs and 50 minutes during the 2nd class meeting going over APA writing format, conducted a walking tour of the BCC (entire) campus, LRC and provided students and example of a completed assignment.	
		SLO #2 (Walker)	Recognize and apply strategies enabling the students to set personal goals.	100% of students (38 of 38) demonstrated the proficiency toward this SLO. The majority of the students entered the course already equipped to set goals, but they improved in writing stronger, more meaningful goals by learning about SMART goals and writing them for various aspects of their lives (academic, career, health, finances, etc.).	Based on the above data, no change is needed. However, these students picked up the goal-setting processes in the course quickly. They had multiple opportunities to practice writing goals and receiving feedback. In the future, I will use those small formative assessments to determine if more class time needs to be dedicated to goal-setting.	N/A. The last time I completed an SLO form this course had different SLOs.	
		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.	CRN 20448 (36 of 38 students C or better) 90%, CRN 20450 (28 of 29 students C or better) 89%, CRN 20449 (15 of 17 students C or better) 91%, CRN 20447 (32 of 37 students C or better) 84%.	No change proposed.	No changes made: previous results 90%, 88%, 92%, 87%.	
				Written Assignment(s): Analysis of lifestyle and time management choices that	None . . . the above listed change in delivery netted a	Spent 2hrs and 50 minutes during the 2nd class meeting going over APA	

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				benefitted personal education. (Lockwood, 2007), (Spector, 2013), Committed students who believe are more likely to believe in “win – win” measurable outcomes. 27 out 27 students completed this assignment and all earned a B or better grade.	great SLO outcome . . .	writing format, conducted a walking tour of the BCC (entire) campus, LRC and provided students and example of a completed assignment.	
		SLO #3 (Walker)	Identify and establish academic and career goals that meet with the students' personal interests, abilities, and values.	100% of students (38 of 38) demonstrated proficiency toward this SLO. Again, this is due in large part to the particular group of students and their levels of motivation and dedication.	The data does not indicate any change needed; however, I will need to continue to be vigilant in understanding my various students and their needs each semester. I will adapt my teaching accordingly when students need additional support in working toward this particular outcome.	N/A. The last time I completed an SLO form this course had different SLOs.	
PEAC 13	SLO #1 (Olegari o-Lealofi))	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	100% (n=16) earned a grade of C or higher	The students did very well in achieving the course’s student learning outcomes. I currently do not have any major changes for the next semester.	N/A- This is my first time teaching this course.		
	SLO #2 (Olegari o-Lealofi)	Assess fitness level in order to design a fitness walking/jogging program that meets the student's needs	100% (n=14) earned a grade of C or higher Two students did not submit the assignment.	The students did very well in achieving the course’s student learning outcomes. I currently do not have any major changes for the next semester.	N/A- This is my first time teaching this course.		
	SLO #3 (Olegari o-Lealofi)	Evaluate their fitness walking/jogging program and distinguish whether the workout supports the student's stated goals.	100% (n=16) earned a grade of C or higher	The students did very well in achieving the course’s student learning outcomes. I currently do not have any major changes for the next semester.	N/A- This is my first time teaching this course.		
PEAC 16	SLO #1 (1)	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	All 11 students reached the goal (100%)	The earlier section of evening class always doing better.	Last semester, 25% of students in this class failed to reach the goal		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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	None indicated	Last semester only 74% of students made it	
		SLO #3 (3)	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	100% successfully met this SLO.	The only reason it is getting better is the class was scheduled little earlier at 5:30pm (as we suggested last semester)	Better than 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 5 physical disabled student in this adaptive PE class, all of them reached their goal	good		LAST semester, 25% failed to reach this CLO 1	
		SLO #2	Acquire improved strength, endurance, range of motion, body composition and cardiovascular circulation.	100% of the students made it	Nothing	There were only 75% made last semester	
		SLO #3 (3)	Assess own strength and flexibility in relation to accepted norms and develop own fitness plan accordingly.	They may have physical difficulties but their well power works	Nothing	Significantly getting bettoer	
PEAC 20	SLO #1	The students will be able to understand and perform Tai Ji Form	100% students reached the goal		The only reason this class has a small size was that the Instruction did not list it on the spring schedule till the last week of the year.	Same as the last semester	
		SLO #2	Identify and describe each movement	100% of the students could identify and describe each movement correctly	Nothing	The successful rate is as same as last semester (100%)	
		SLO #3	Students will be able to perform as a group (taping down for record)	100% of students were performing well.	This is not the first time of the mistake from the instruction office, they even schedule 2 of my different classes at the same time block, and I have to give one of the class away. Instead of overloading teaching and now I am 1.35 hours of	The class size is smaller than last semester (only 3 students) due to the instruction office forgot to post it on the fall schedule. (It was added in the first week of the school and that was really too late)	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Students will be able to perform as a group (taping down for record)	100% of students were performing well.	under load. I will have to teach more to make it up in the next spring semester. Penny made unprofessional mistake but I got punished. She should be out of that office since she really does not know how to do the scheduling	The class size is smaller than last semester (only 3 students) due to the instruction office forgot to post it on the fall schedule. (It was added in the first week of the school and that was really too late)	
	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.	22 students passed the class (92%) and 2 students failed (8%)	It seems when the class size increase significantly, the failing rate may increase as well	There were only 6 students in the class last semester and the passing rate was 100%, this fall, there are total of 24 students with the passing rate of 92%.	
		SLO #2	The students will demonstrate the understanding of major knowledge of Breathing Meditation	92% of the students did turn in their reports and feedback were great	It is not easy to prevent failing rate when the size of class are increasing 400 %	Not as good as last semester	
		SLO #3A	The students will be able to perform at least 8 advanced breathing meditation skills	92% of students were performing well with excellent attendance	Still the same problem, there would be always very few students (2) missing the class or having poor attendance (but the instructor has no way to know what was the reason)	Last semester, the passing rate is 100%	
	PEAC 29	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	All of the 8 students made it	None indicated	There was 1 student received "D" last semester.	
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	100% of students met the goal	Nothing	Much better	
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	100% reached the goal Last semester 1 student received the grade of "D" due to the sickness with not enough of hours)	Nothing	Better than last term	
	PEAC 3	SLO #1	Demonstrate knowledge and ability with respect to the	100% successfully met this SLO	Nothing	Last term 14% failed	

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	PEAC 3	SLO #1	tools necessary to achieve improved cardiovascular fitness.	100% successfully met this SLO	Nothing	Last term 14% failed	
				12/15 or 80% of the students successfully completed this overarching assignments with a "C" or higher. 3/15 or 20% of the students failed to turn in the assignment and 3 additional students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center has helped me better serve our students and has been pedagogically an advantage for me as the instructor. I can already see that students are more pedagogically motivated to stay in the course with our new facility.	There was a slight in student success regarding this SLO down 8% from last term; although it is important to note that the sample size is quite small. The audits for this course were less and that was a contributing factor in the overall success of this SLO; whereas I was able to spend more time emphasizing the importance of these assignments that measure this SLO. No changes made from previous course assessments were made.	
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	12/15 or 80% of the students successfully completed this overarching assignments with a "C" or higher. 3/15 or 20% of the students failed to turn in the assignment and 3 students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	No Changes anticipated at this time. I have become acclimated with teaching in a much larger facility as I previously was teaching in and I am finding there are some pedagogical challenges, but for the most part there are more advantages than disadvantages.	There was a slight decrease in student success regarding this SLO up 14%; although a very small sample size. No changes made from previous course assessments were made. Less audits attributed to the differences from last term as explained in SLO 1.	
				All of the students made it (100%)	Not really	last semester was 86%	
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	100% of the students made it	Keep doing whatever we are doing	greater	
				13/15 or 87% of the students successfully completed this overarching assignments with a "C" or higher. 2/15 or 13% of the students failed to turn/participate in the assignment and 3 of the students were auditing the class and this assignment was	I feel that by continuing to give the students precise dates of assessments, this will prepare and motivate more students to make decisions that will result in	There was a slight decrease in student success regarding this SLO down 7% while this is a small sample size. % Body Composition Measurements went down on average of 3% per student; which I was pleased with.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	better (healthy) readings and will lead to continued improvement throughout the semester. Obviously, the Fitness and Wellness Center is a great environment and asset to assist in student attendance that I believe will have a direct result in increasing student success as it relates to this specific SLO; as well as the first two.	There was a slight decrease in student success regarding this SLO down 7% while this is a small sample size. % Body Composition Measurements went down on average of 3% per student; which I was pleased with.	
	PEAC 30	SLO #1	Distinguish an objective and write goals that will direct the student towards achievement of that objective.	32/37 or 86% of the students completed the aggregation of these written assignments with a "C" or greater demonstrating satisfactory proficiency of this SLO. 5/37 or 14% 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 86% successful completion regarding this SLO was maintaining a very high retention rate of 95% slightly higher than last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided congruent feedback.	
		SLO #2	Design and maintain a weekly activity log.	32/37 or 86% of the students completed the aggregation of these assignments (Discussion Board/Weekly Activity Logs) postings with a "C" or greater demonstrating satisfactory proficiency of this SLO. 5/37 or 14% 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 86% successful completion regarding this SLO was maintaining a very high retention rate of 95% up slightly 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	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Design and maintain a weekly activity log.	32/37 or 86% of the students completed the aggregation of these assignments (Discussion Board/Weekly Activity Logs) postings with a "C" or greater demonstrating satisfactory proficiency of this SLO. 5/37 or 14% 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.	feedback assisted those students who were unclear or confused right from the get go.	
		SLO #3	Express an understanding of relevant fitness, wellness, and health issues.	30/37 or 81% of the students completed the aggregation of these assignments (Discussion Board and Weekly Quizzes) postings with a "C" or greater demonstrating satisfactory proficiency of this SLO. 7/37 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 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 92% successful completion rate and this semester I had an 81%; therefore it was slightly down from last semester. I will implement even stronger engagement with the Discussion Boards and try to identify those students earlier who are following behind. I am always striving for 100% and feel strongly that I give each and every student ample opportunities to be successful.	
PEAC 4	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	27/31 or 87% of the students successfully completed this overarching assignments with a "C" or higher. 4/31 or 13% of the students failed to turn in the assignment and there were no students auditing the class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. Our new Fitness and Wellness Center is a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I am able to do as an instructor and with the new equipment and facility I believe the students are more intrinsically motivated to stay the course.	There was a slight increase in student success regarding this SLO up 3%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.		
			All 24 students made it (100%)	The new Wellness Center is	Last term there are total of 5% failed.		

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				All 24 students made it (100%)	a better place to these type of classes	Last term there are total of 5% failed.	
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	28/31 or 90% of the students successfully completed this overarching assignments with a "C" or higher. 3/31 or 10% of the students failed to turn in the assignment and no students were auditing the class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	The student demonstrations (pre-test and post-test) revealed a satisfactory gain regarding this SLO. The one course that started the last 9 weeks and only ran half-term it was more difficult to measure strength gains in a shorter period of time as compared to the full-term 18 weeks sections. Most of these students in PEAC 4 trained with free-weights, but this class is diverse in that some students are beginners, some intermediate, and some advanced; which makes analyzing improvement more difficult within the three tiers. I also found some differences when I examined what students were recording in their fitness journals. Therefore, I need to continue to give clearer directives on what I expect and the protocols in recording measurements in the fitness logs/journals.	There was a slight increase in student success regarding this SLO up 6%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	
				All 24 students made it (100%)	None indicated	Last semester on 95% students met the SLO	
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition	28/31 or 90% of the students successfully completed this overarching assignments with a "C" or higher. 3/31 or 10% of the students failed to turn in/participate in the assignment and there were no students auditing the class. I was pleased that there was an average of close to 3% decrease in % body fat for this class. Essentially those that did not complete	I did not make any significant changes to how I measured this SLO, except for when I assessed. However, I feel the intrinsic motivation of the students' were increased significantly with the new facility resulting in	There was no change in student success regarding this SLO, remained the same from the past term. I believe higher retention rates this term resulted in high levels of proficiency; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition	the assignments in a satisfactory manner were not consistent with their attendance.	maintaining high proficiency demonstrated for this SLO.	There was no change in student success regarding this SLO, remained the same from the past term. I believe higher retention rates this term resulted in high levels of proficiency; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	
				All the 19 students are improved	No	Similar to the last semester	
PELC 1	SLO #1	Identify a philosophy as a framework for the student's involvement in sport.	24/32 or 75% of the students successfully completed this overarching assignment with a "C" or higher proficiency. 8/32 students or 25% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change this particular assignment to measure this SLO as it is designed for this online class. I feel like I did initiate and increase communication via e-mail with those students that are showing a lack of effort.	The assessment rubric was exactly the same. This term student achievement increased 4% from last term when measuring the passing and demonstration of this SLO. I combined both of my classes this semester; hence the higher sample size. The increase in student success regarding this SLO may be slightly attributed to the increase with student engagement via e-mail regarding this particular assignment (philosophy paper).		
			27/33 or 82% of the students successfully completed this overarching assignment with a "C" or higher proficiency. 6/33 students or 18% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change this particular assignment to measure this SLO as it is designed for this online class. I feel like I did initiate and increase communication via e-mail with those students that are showing a lack of effort.	The assessment rubric was exactly the same. This term student achievement increased 7% from last session when measuring the passing and demonstration of this SLO. The increase in student success regarding this SLO may be slightly attributed to the increase with student engagement via e-mail regarding this particular assignment (philosophy paper).		
		SLO #3	Explain the Education, Acquisition, and Practice phases for all of the psychological skills.	27/32 or 84% of the students successfully completed these assignments with a "C" or higher in proficiency. 5/32 students or 16% failed to complete these assignments with a passing aggregate grade.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I need to make concerted efforts to communicate with those students that were struggling early in the	Student achievement increased slightly 8% from last term when measuring the passing and demonstration of proficiency with this SLO through the various assessment measurements. I will continue to monitor this SLO for future semesters.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Explain the Education, Acquisition, and Practice phases for all of the psychological skills.	27/32 or 84% of the students successfully completed these assignments with a "C" or higher in proficiency. 5/32 students or 16% failed to complete these assignments with a passing aggregate grade.	course and give them the proper feedback and guidance.	Student achievement increased slightly 8% from last term when measuring the passing and demonstration of proficiency with this SLO through the various assessment measurements. I will continue to monitor this SLO for future semesters.	
				29/33 or 88% of the students successfully completed these assignments with a "C" or higher in proficiency. 4/33 students or 12% failed to complete these assignments with a passing aggregate grade.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I need to make concerted efforts to communicate with those students that were struggling early in the course and give them the proper feedback and guidance.	Student achievement increased slightly 4% from last term when measuring the passing and demonstration of proficiency with this SLO through the various assessment measurements. I will continue to monitor this SLO for future semesters.	
		SLO #4	Understand how to design and implement a Psychological Skills Training program for participants.	24/33 or 73% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 9/33 students or 27% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I can initiate and increase communication via e-mail with those students that are showing a lack of effort; however this is an assignment that is due at the very end of the course. I believe some students may not complete this assignment because they can see that it will not affect their final grade one way or the other after they take the final exam and total all their points. Perhaps emphasizing on the instructor postings section the importance of	The assessment rubric was exactly the same from the following term. This term the results were somewhat similar to last term when measuring the passing and demonstration of this SLO through scoring each student's PST Projects, proficiency down 8%. The overall success in measuring this SLO is full completion of the PST project.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #4	Understand how to design and implement a Psychological Skills Training program for participants.	24/33 or 73% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 9/33 students or 27% failed to complete the assignment or turned it in incomplete.	completing this project more often especially towards the end of term will help with satisfactory completion rates; which I have done in past semesters as well.	The assessment rubric was exactly the same from the following term. This term the results were somewhat similar to last term when measuring the passing and demonstration of this SLO through scoring each student's PST Projects, proficiency down 8%. The overall success in measuring this SLO is full completion of the PST project.	
				30/37 or 81% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 7/37 students or 19% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I can initiate and increase communication via e-mail with those students that are showing a lack of effort; however this is an assignment that is due at the very end of the course. Perhaps emphasizing on the instructor postings section the importance of completing this project more often especially towards the end of term will help with satisfactory completion rates; which I have done in past semesters as well.	The assessment rubric was exactly the same from the following term. This term the results were very similar to last term when measuring the passing and demonstration of this SLO through scoring each student's PST Projects, proficiency up 2%. The overall success in measuring this SLO is full completion of the PST project.	
	PETH 3	SLO #1	Identify and describe the philosophical coaching/leadership styles and how to convey/implement them from both a player and coach's perspective.	32 of 32 students met the goals of this SLO	No changes needed		
		SLO #2	Describe and demonstrate an overarching understanding of the basic rules and regulations that govern the game of collegiate baseball.	32 of 32 students met the goals of this SLO	No changes needed		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Develop and implement a practice plan utilizing various pedagogical techniques strategies that teach specific baseball skill sets in the affective, cognitive, and psychomotor domains.	32 of 32 students met the goals of this SLO			
	PHIL 5	SLO #1 (1)	Communication/Qualitative	I had an 80% pass ratio	NA	NA	
				I had an 80% pass ratio (CRN: 20243/20244)	NA	NA	
		SLO #2 (1)	Essay Exams	I had an 80% pass ratio (This SLO was listed as SLO #3 on the Word Doc)	n/a	n/a	
				I had an 80% pass ratio	NA		
				I had an 80% pass ratio (CRN: 20243/20244)	NA	NA	
	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 13, A's,5, B's, and 4,C'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.	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 to the exam.	
				91% of the students completed the course. The final grades for the students in this course were 6, A's,3,B's, 1,C and 1F. 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.	
		SLO #1 (Parent)	Evaluate the meaning of Bible passages using the most valued methods of	For the 7 page research paper worth 20% of the grade, 11 of the 15 students completed this assignment and the	I plan to stay the course. It will be important to chose a passage to interpret	I chose a less complicate Bible passage for the students to analyze and stressed repeatedly that I wanted them to	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Parent)	interpretation (hermeneutics).	average for these was 18.6/20.	which is not too difficult to accomplish. Since many students, doing this Online, do not have access to the fine commentaries and Bible Encyclopedias we have in the Barstow Community College Library, I have had to accept that there may be less inclusion of such materials and more of the student's own thinking.	carefully study the passage and its context to determine its true meaning. The ones who did the paper scored quite well.	
		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 13, A's, 5, B's and 4, C'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 student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	100% of the students completed the course. The final grades for the students in this course were 13 A's, 5 B's, and 4 C'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 student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	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 6, A's, 3,B's,1,C , and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D 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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Parent)	Learn to take into consideration the pre-suppositions people bring with them in their attempts to interpret the Bible.	Given that the Final Exam is Closed Book, Closed Note, I feel that the students need to be warned that they will need to study much harder than they needed to for the tests which were Open Book, Open Note.	This has been a really fine group of students to work with. Only a few did not apply themselves to the course very much.		
		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 13, A's, 5, B's and 4, C'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 student who had the grade of D 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 in this course were 6, A's,3, B's,1,C, and 1, F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D 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	
		SLO #3A (Parent)	Encourage students to do some critical thinking in the Discussion Questions which they are to respond to every week as well as respond in a respectful manner to the	See above	I would like to offer an opportunity to have students send me Bible questions privately that I would answer as a posting to all students, but this	The previous assessment was based on an SLO which featured questions that the students raised on slips of paper for the teacher to answer. We did not have this feature now that the course was being offered Online.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A (Parent)	opinions expressed by other students.	See above	would not be gradable.	The previous assessment was based on an SLO which featured questions that the students raised on slips of paper for the teacher to answer. We did not have this feature now that the course was being offered Online.	
	PHOT 1C	SLO #1	Student will be able to demonstrate practical image capture and editing skills in digital photography.	Fall 2016 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.		
		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 2016- 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.		
		SLO #3	Control a digital camera in the different program settings (shutter pretty, aperture priority and manual mode).	Fall 2016- 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 indicated.		
	PHOT 2A	SLO #1 (Lytle)	Defines digital photography terminology and identifies advanced level image editing software features and their proper use	Fall 2016 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.		
		SLO #2 (Lytle)	Creates photo-based artwork that demonstrates proficiency in the advanced level digital	Fall 2016- Photographic projects - 100% were successful completing this with a "B" or better, 0 % failed to follow the	The Photographic projects were a great way to see how much the students		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Lytle)	photography techniques covered in course materials.	guidelines/rubric and 0% stopped coming to class or failed to submit the assignments.	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.		
		SLO #3 (Lytle)	Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style	Fall 2016- 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.		
PHOT 2B		SLO #1 (Lytle)	Identify various studio lighting equipment together with their specific use and purpose	Fall 2016- 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		
		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 2016- 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.		
		SLO #3	Student will demonstrate	Fall 2015- Students turned in photographs	I think this course went		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style.	and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning..	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.		
PHOT 2C		SLO #1 (Lytle)	Defines digital photography terminology and identifies intermediate level image editing software features and their proper use.	Fall 2016 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.		
		SLO #2 (Lytle)	Creates photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course materials.	Fall 2016- Photographic projects - 100% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 0% 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.		
		SLO #3 (Lytle)	Set the cameras white balance for different conduction of indoor and outdoor photography.	Fall 2016- 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 indicated.		
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	SLO #1 had a mean of 65% based upon the results of the Final Exam. This was a noticeable decrease in overall 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	Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be successfully	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	PHSC 2	SLO #1	scientific research and established knowledge.	SLO #1 had a mean of 65% based upon the results of the Final Exam. This was a noticeable decrease in overall student achievement with respect to this SLO over the previous semester.	questions and/or areas of instruction. If a Student Tutor cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. Students will also now be given quizzes in the form of Crosswords, in order to further aid in understanding the important vocabulary terms described in the textbook. This should also have the benefit of assisting the students in preparation for the exams in the course.	located and/or approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours. Although this assistance proved invaluable for the students, there is still a pressing need for a Student Tutor in 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 had a mean of 65% based upon the results of the Final Exam. This was a noticeable decrease in overall 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. If a Student Tutor cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. Students will also now be given quizzes in the form of Crosswords, in order to	Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be successfully located and/or approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours. Although this assistance proved invaluable for the students, there is still a pressing need for a Student Tutor in the course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean of 65% based upon the results of the Final Exam. This was a noticeable decrease in overall student achievement with respect to this SLO over the previous semester.	further aid in understanding the important vocabulary terms described in the textbook. This should also have the benefit of assisting the students in preparation for the exams in the course.	Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be successfully located and/or approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours. Although this assistance proved invaluable for the students, there is still a pressing need for a Student Tutor in 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 had a mean of 85% based on one Research Project. These results were a definite increase from the previous semester, and the average score on the Research Project is indicating high student achievement on this SLO.	The Peer-Evaluation and Self-Evaluation components of the Research Project will continue as these changes proved to be one of the most valuable improvements ever in pedagogy for this course. Library Tutorials will continue with the addition of an actual exercise for the students to complete as part of the tutorial experience.	<p>Students required to use at least three resources from our on-campus Academic Library, in addition</p> <p>The Research Project Assignment was distributed at an earlier part of the semester in order to afford students greater time to research and complete the assignment. Students were required to finish their poster visual aid at least a full week before they presented it to the class to allow more time and energy to be devoted to their oral speeches. Students now also play an important role in assessing the work of other project groups in the class, as well as completing a "Self-Evaluation" Form addressing the level of their own individual contributions on the assignment. The Overall Project Evaluation Form zeroed in on the following three questions:</p> <ol style="list-style-type: none"> 1) What were the best parts of each Project? And Why? 2) What did they learn from each Project? 3) How could each Project have been improved? 	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 had a mean of 85% based on one Research Project. These results were a definite increase from the previous semester, and the average score on the Research Project is indicating high student achievement on this SLO.	The Peer-Evaluation and Self-Evaluation components of the Research Project will continue as these changes proved to be one of the most valuable improvements ever in pedagogy for this course. Library Tutorials will continue with the addition of an actual exercise for the students to complete as part of the tutorial experience.	The implementation of the Peer-Evaluation and Self-Evaluation components of the Research Project proved to be one of the most valuable improvements ever in pedagogy for this course. Students are now playing a much more important role in the project, and active participation amongst ALL of the members of each group rose decisively and dramatically.	
	POLI 1	SLO #1	Identify and describe the structure of political issues and political relationships.	13/34 = A; 8/34 = B; 3/34 = C; 3/34 = F; 7/34 = No Submission A large number Students were successful in understanding the nature of government, and how the different levels worked together to create political action. However, too large a number failed to turn in the assignment.	1. I will need to emphasize the earlier assignments to help the students prepare for writing the paper. Live classes got this more; online classes need more pushing. 2. Working on a more complete rubric to increase academic rigor.	First online class to have the additional assignments to help students work on project all semester.	
				5/8 = A; 2/8 = B; 1/8 = F (only able to turn in partial paper) Students were very successful in understanding the nature of government, and how the different levels worked together to create political action.	1. Emphasize the earlier assignments to help the students prepare for writing the paper. 2. Considering a draft submission, but time frame makes difficult (9-weeks). 3. Working on a more complete rubric to increase academic rigor.	No changes since last assessment.	
				75% success rate.	Continued refinement of subject matter as part of generalized restructuring of course.		
				8/10= B or Higher; 1/10 = C; 1 no submission. Students who participated had a strong understanding of the relationship in politics and the structures required to	Giving students additional assignments to make sure they are staying on topic and doing their work was very successful. This makes	Added additional assignments to make sure students stayed on topic. Most participated in these, and seemed to help improve the final paper.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				solve political issues.	sure that students take the assignment seriously, and do not put them off to the last minute. I am continuing this practice, and will do so now for online as well.	Added additional assignments to make sure students stayed on topic. Most participated in these, and seemed to help improve the final paper.	
				96.8% received a C or better (61 of 63)	More outreach to students with attendance issues.	None. Students who attend and work achieve success.	
				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 Students who complete the STOP and GO Citation Determination Tutorial will receive 10% extra credit for this course. In addition this tutorial has been designed to teach distance education students how to find valid academic sources.		
		SLO #1	Explain the founding and development of the US Constitution (Cranon-Charles)	Students successfully wrote a paper on the Constitution and the Bill of Rights and the relevance of it today, which included the foundation and history of the Constitution. 19 of 28 active students submitted an essay. 25-20 pts total students 12, 19-15 pts total students 3, 14-9 pts - total 11 students	Action plan is to communicate more about the research paper throughout the course so that students clearly understand the format, purpose, and development of it. This will be done by providing additional material already posted to give more guidance on how to write a solid essay on the Constitution.	N/A - New instructor	
		SLO #1 a)	Define political culture and describe the unique combination of political values that form the American political culture.	Midterm Exam – 85% passed; 15% failed; Final Exam – 90% passed; 10% failed; overall retention 92%; New BCC Testing Center requiring permission for late testing had an effect on procrastinating students, the last week of the final exam included a holiday –	Students are doing well on the exams – continue to encourage students to study the review; emphasize that late-testing is the exception and students must take the	Allowed open book and open notes on proctored exams; provided review/hints for both exams; sent messages to students who missed exams	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 a)	Define political culture and describe the unique combination of political values that form the American political culture.	Columbus Day. Future exam schedules should anticipate holiday weekends.	exams on time.	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.	6/8 = A; 1/8 = B; 1/8 = C Students overall had a moderate understanding of James Madison.	Still looking for a better way to integrate Federalist # 10 (and possibly #57) into the class beyond simply reading it. Furthermore, I want to create a more specific essay question that will allow the students to further use the Federalist Papers of Madison.	No changes made.	
				8/10 = B or higher; 1/10 = D; 1/10 = F Students overall had a moderate understanding of James Madison.	Still trying to find a way to use primary sources such as the Federalist Papers, without leaving the students overwhelmed. Furthermore, I hope to increase the academic rigor of the assignment.	No major changes made.	
				85% Success Rate	Somewhat expand scope of what is covered by SLO in course.		
				87.3% (55 of 63)	More outreach to students with attendance issues and additional readings.	Enhance lecture. No improvement.	
				9/38 = A; 14/38 = B; 8/38 = C; 2/38 = D; 5/38 = F Students overall read and understood the message of the political authors. Those with F grades failed to answer all the questions.	I am happy to have increased student involvement with the book as well as an easier way to participate in class (using reading quizzes versus email assignments). I think it would be wise to perhaps though add an additional, more nuanced prompts for them to write fuller thoughts on these political elites and their writings.	Major changes to the entire class to ensure students participate in the weekly readings. Questions come straight from the readings, and the major thinkers involved (Madison, Locke, Hobbs, Jefferson) are all in the readings.	
				The majority of the students were able to	None, continue to use the		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				identify key political concepts, such as the Constitution,, the first ten amendments to the U.S. Constitution , difference between civil liberties and civil rights.	3 c model to assess the critical thinking skills of the student body as they assess the concepts and processes of our political structure.		
		SLO #2 (Cranon-Charles)	Explain the civil liberties and civil rights of individuals as articulated in the US Constitution and federal court decisions	18 of the 28 active students participated and 98 discussions were posted.	Students participated had to submit an article related to a civil rights political movement that has impacted America today. Then they had to choose one topic from chapter 5 on Civil Rights and explain the issue and provide an example of the relevance of it today. This allowed the students to better understand the meaning of civil rights, in addition to being able to understand the impact of it by recognizing what has been impacted by civil rights over the years.	N/A new instructor	
		SLO #2 (Marietta)	Differentiate between the roles of the 3 branches of the American government	95% of students passed the quizzes and 98% 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.	24/31 = A; 1/31 = B; 3/31 = C; 3/31 = F (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).	Am very happy that I have made the change mentioned above. Would consider a stronger rubric to increase academic rigor.	As with above, is now part of the weekly quiz.	
				40% Success rate	More emphasis on subject matter emphasized by SLO. Included in generalized restructure of course.		
				5/8 = A; 1/8 = B; 2/8 = No Submission Students demonstrated an understanding in the importance of media. In particular, they understood how media plays a large	Along with the main essay, I want a more academically rich rubric to grade their essays.	No changes from previous.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				role in the lives of citizens in a democracy (including more modern technologies such as social media).	Along with the main essay, I want a more academically rich rubric to grade their essays.	No changes from previous.	
				92.0% (58 of 63)	More outreach to students with attendance issues and additional readings.		
				Successful: 5/10 (5 no submissions) Large number of students failed to turn in the assignment. However, those that did wrote very good papers that did a great job linking media and technology to the current political order.	I will need to make sure that students clearly know to participate in their assignment. Furthermore, I will need to find/create a rubric for consistent and increased academic rigor.	No major changes from previous.	
				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.		
		SLO #3 (Cranon-Charles)	Discuss and analyze contemporary political issues and operations in the US and CA	16 of the 24 active students participated in this project with 10 of the students scoring 9 or above out of 10.	Action plan is to provide more examples to students so that they have a clear understanding of the significance of this assignment and how it relates to them as residents of California.	N/A new instructor	
		SLO #3 (Marietta)	Analyze major political issues in the American political system	94% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late; those students who refused to submit their essays even after being given two extra weeks will be dropped from the course and received a "W".	Accepted late essays for partial credit and reminded students via Moodle messages and emails; those students who refused to submit their essays even after being given two extra weeks were dropped from the course and received a "W".	
	POLI 2	SLO #1 (1)	Demonstrate knowledge and understanding of historical	91% passed the proctored final exam; 9% did not take the final exam	Determine earlier in the course when a student has	Used Moodle message board to send messages and sent emails to students	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	POLI 2	SLO #1 (1)	relationships and political thoughts that shaped each democratic and totalitarian system	91% passed the proctored final exam; 9% did not take the final exam	given up but not withdrawn; many students dropped the course or were Instructor Dropped at Census for failing to keep up with assignments	falling behind.	
		SLO #2 (2)	Develop an understanding of culture and customs which shape the political thought of each political system.	96% passed the discussions; 4% failed to complete	Change discussion questions to increase student involvement and interest. Generally, students did well on discussions but some refused to participate. More follow-up emails/messages needed. Used more current events – BREXIT, ISIS, Russia, etc	The discussion board scale was 0 to 10 points per question; instructor interacted every day and encouraged students to think outside the box. We had very stimulating discussions on current events that interacted with the lesson discussion – everyone seemed to enjoy this.	
		SLO #3 (3)	Describe the unique governmental structures when power is systemic to opposition of political systems.	100% of submitted essays passed; 1 student failed to submit all three required essays	Essay performances improved over last year. Continue to follow-up with procrastinators; cut down on the number of essays required – 3 to 2 and increase the number of exams from 1 to 2.	emailed/messaged students who did not submit their essays on time; even allowed three students to submit missing essays after last day of class for partial credit.	
	PSYC 1	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology.	All 8 students received passing scores on Exam 1 and Exam 3 (minimum score was 73% or 44/60 points). Three students did not pass Exam 2 and Exam 4 (maximum score 62%). These students were encouraged to complete additional assignments from the text to bolster their understanding and earn back some lost points.	Study guides were assigned on a credit / no credit basis as exam prep. Next time I will only give partial credit for incomplete study guides to encourage more comprehensive exam prep. I will also give them the opportunity to rewrite the open-ended answers to the study guide questions to earn back lost points on exams.	This is my first time teaching this course.	
				Only 20 students of the 25 who were still on the class roster turned in their finals. Most of those who did not submit finals also did not submit their term paper. A couple only wrote discussion boards to the very last board, but did not fulfill the	Last term I considered the low submission rate an anomaly. However, that it was again low, better than last semester, but not as good as in the past, is a	The instructor followed all the actions that in previous classes- with the exception of spring '16- have yielded close to 100% of submissions. This semester they did not. Many in this class did not submit term papers either.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>other course requirements She posted multiple times during the semester and especially as the final neared, and then when the submissions were sparse she reminded students that it was necessary. Those that did submit their final met SLO 1.</p>	<p>concern. This instructor intends to maintain the multiple notices about the final, encourage more questions, and to post more suggestions as the time for the final approaches. I am also considering moving the due date for the term paper so they are not on top of each other.</p> <p>A request for the Academic Affairs office is that the writing/punctuation/formatting classes be given much earlier in the semester so that the first 9 week classes may benefit from them, not just the full semester and second 9 week courses.</p>	<p>Perhaps they were intimidated by outside writing. However, this semester the instructor also posted all the information about the extra tutoring groups/classes that were available and supported the students in attending those. But most of those- the college extra classes -started after this semester ended.</p>	
				<p>Only one student failed the take home midterm in this class.</p>	<p>The second chance was used by eight students. All of those students increased their midterm score. The second chance should remain in place.</p>	<p>This semester I authorized my exam to be given twice with the highest score counting for the grade. The intent of the second chance at the midterm exam was to give the students a greater familiarity with the exam format</p>	
				<p>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</p>	<p>Data indicates that students who completed the final exam understood and can practically apply the concepts of the course. Of the 47 students who were enrolled at the end of the term, 41 completed the final exam. 33 completed with a grade of 60% or above and demonstrated their understanding of the concepts. Of the 6 who did</p>	<p>Added and analyzed retention information</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				course. 30 students completed the final exam. 28 scored 60% or higher on the exam. Three students had stopped attending and did not take the exam. 2 scored below 60% (considered a failing grade). It is unclear whether students who "fail" the final exam do not understand the course concepts, ran out of time, or were not prepared for the exam. It is likely the latter two, as both students completed the course with a passing score (C or better) in spite of the "failing" final exam grade, showing mastery in other areas.	not complete the final exam, one dropped the course and the other five stopped attending. Of the eight who scored lower than 60% on the final exam, six passed the course, indicating that there was some other reason for the low exam score than failure to understand the concepts.	Added and analyzed retention information	
				Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 23 or 24 students or 68%. Five of the 11 students earned a C or higher by doing well in other areas. Three of the remaining six missed the final exam. One of the final three missed most other assignments and finished with less than 50%. The last two students that did not earn a C were close to 70% with one student missing one study guide that would have put him into the C range while the other student scored 0 on the quizzes as well as low test scores and finished with a 68%.	Student success was 68% for SLO 1. No immediate changes are planned.	No changes from previous assessment.	
				Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 30 of 38 students or 79%. Four of the eight students earned a C or higher by doing well in other areas. The four students that did not earn a C had missing assignments or incomplete work as well as low test scores.	Student success was 79% for SLO 1. No immediate changes are planned.	No changes from previous assessment.	
				Twenty seven students of the 23 who passed, submitted finals. The instructor posted multiple times during the semester, and especially as the final neared, that the final was separate from the last test. That seemed to be successful as the students who were participating did submit finals.	This instructor intends to maintain the multiple notices about the final, encourage questions even more frequently, and to post more suggestions as the time for the final approaches. Because a	The instructor increased her reminders about the finals, and did everything she has done previously. This semester this was mostly successful. She received finals from students who were not consistent in their discussion board postings.	

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				Normally students ask questions. There were none from this class, even though the instructor posted multiple times requesting questions. She even wrote suggesting it would help their grades. While she elaborated on her instructions that were in the syllabus and course pages, several students wrote excellent essays, but their finals did not address psychological concepts. Thus a higher than normal number (6) received Ds on their finals.	significant number missed the purpose and wrote off track, this coming semester I will write more about expectations on the instructor board while posting the notices that the final is separate from the last test. Also the idea of a general topic rather than answering specific questions will be reintroduced. In the past, that had some success in allowing students to demonstrate course mastery. However, several students wrote e mails that indicated they had not read either the instructor board or the FAQ board. So alternate methods of communication will be explored in the new Compass system.	This semester the instructor also posted all the information about the extra tutoring groups/classes that were available and supported the students in attending those. Some of the students may have attended because writing was better.	
		SLO #1 (Addison)	Two take home midterms	Of the 13 students enrolled, all 13 took both the midterm and all 13 scored a C or higher on both midterms	The 2 midterm which are open book no time limit will not change. Students needs to read the chapters and take their time taking the exams.	None, the tests are open book open notes	
		SLO #1A (Addison)	2 Midterms	Of the 17 students enrolled, 15 took both the midterm and all 15 scored a C or higher on both midterms,	The 2 midterm which are open book no time limit will not change. Students needs to read the chapters and take their time taking the exams.	None, the tests are open book open notes	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology.	7/8 or 87.5% of students passed this assessment with a 73% (11/15 points). One student did not demonstrate understanding of the topic or the ability to write in a way that could communicate	The essay topics were all relatively specific. Next time I plan to include more general topics that give students a clearer	This is my first time teaching this course	

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		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology.	meaning or critical thinking and thus did not receive a passing grade on this assessment. This student is enrolled in another course that I am teaching so I was able to follow up with them about setting up time with a writing tutor and coming to office hours to make sure he was prepared to write the report that is a component of his current course.	opportunity to synthesize or compare different perspectives/theories.	This is my first time teaching this course	
				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 33 students who were enrolled at the end of the term, 30 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 3 who did not, most only completed discussions sporadically, and stopped attending after the last date to drop. If a student missed more than 2 discussions in a row, they were dropped for non-attendance (after reaching out to determine if they needed assistance in the course). Of those who completed the course (30 students) all 30 students completed the discussions and showed they understood and could apply the course concepts.	Retention information added and analyzed. Instructor dropped students who were not attending, after reaching out to see if they would remain in the class, needed tutoring, etc.	
				Students gained a broader understanding of personality, which will assist students later in life.	Students respond well to this assignment.	Extra credit assignment incorporated.	
				Students were required to complete a	Student Success for SLO 2	No changes from previous assessment.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				study guide for each of nine chapters covered. Most students achieved success, 30 of 34 students or 88%. The four students that were not successful on SLO 2 missed 9, 9, 7 & 6 study guides.	was 88%. I plan to limit students to three missed study guides before they are dropped from the course.	No changes from previous assessment.	
				Students were required to complete a study guide for each of ten chapters covered. Most students achieved success, 36 of 38 students or 95%. The two students that were not successful on SLO 2 missed three and seven study guides.	Student Success for SLO 2 was 95%. I plan to limit students to three missed study guides before they are dropped from the course.	No changes from previous assessment.	
				The questions require critical thinking and evaluation. That was apparent in the discussion boards. Several boards evoked comments which reflected analyses of concepts and material. But there was minimal interaction between class members.	Positive reinforcement for interaction seemed to have no effect for this class. This instructor will continue to directly comment to students and their posts through Moodle. The instructor will maintain those, as well as encouraging students to write her in email. She will continue to support student contributions, as well as remind them about completion of discussion boards – and finals. For the students that did communicate outside of required posts, e mail was an effective way to comment on their more personal or private posts.	Moodle enhances response to specific students' comments. It can increase direct interaction between students, as well as between the student and the instructor. Throughout the semester the instructor encouraged questions about the material. Students in this class did not ask questions either in the body of the discussion board posts, on the FAQ ,or in e mails. The instructor replied to the few questions asked in the boards themselves, as well as on the FAQ. She attempted to encourage interactions, discussion and questions. However, this semester, as opposed to previous classes, students were inconsistent in the discussion board posting. Three students who ultimately failed the course, posted one chapter every other week on average. Unfortunately, the course covered two chapters a week. Another student posted almost every week, but only did three fourths of the assignments. Another four students seemed to take off the middle of the course. That is they posted the first three weeks, then stopped posting consistently. Just before the instructor submitted final drops, they began posting again. Two wrote saying they would catch up. They were not dropped, and then did not complete their discussion boards. That is	

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				The questions require critical thinking and evaluation. That was apparent in the discussion boards. Several boards evoked comments which reflected analyses of concepts and material. But there was minimal interaction between class members.	Positive reinforcement for interaction seemed to have no effect for this class. This instructor will continue to directly comment to students and their posts through Moodle. The instructor will maintain those, as well as encouraging students to write her in email. She will continue to support student contributions, as well as remind them about completion of discussion boards – and finals. For the students that did communicate outside of required posts, e mail was an effective way to comment on their more personal or private posts.	eight of the students who ultimately did not pass the course, but who were active at some level until at least the last two weeks. One student only did discussion boards. She did not take any tests, nor did she submit a term paper, nor a final. But she completed all discussion boards. That did not provide a passing grade.	
				This semester the discussions boards were very interactive. Each discussion board, many if not most of the active members posted to at least one peer. Several boards evoked dialogues and ongoing comments which reflected analyses of concepts and material. Not only do the questions require critical thinking and evaluation, the “in class” discussion through the boards reflected ongoing analyses and application. That made this class fun and lively. Perhaps students enjoyed the discussions so much they did not drop. They just did not submit written outside work to pass.	Positive reinforcement for interaction seemed to increase interaction. Continue to directly comment to students and their posts through Moodle. The instructor will maintain those, as well as encouraging students to write her in email. She will continue to support student contributions, as well as remind them about completion of discussion boards – and finals. For several students, e mail was also an effective way to comment on their more personal or private posts.	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. Throughout the semester the instructor encouraged questions about the material. Students did ask questions in the body of the discussion board posts. The instructor replied in the boards themselves as well as on the FAQ. The location depended on the type and generality of the question/response.	
		SLO #2 (Addison)	Assigning weekly homework.	Of the 13 students all of them turned in their weekly assignments on time that is 100%	None changes. I think turning in homework in a timed manner is important for students to learn	None	

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		SLO #2 (Addison)	Assigning weekly homework.	Of the 13 students all of them turned in their weekly assignments on time that is 100%	responsibility. Thinking critically is imperative in College.	None	
				Of the 15 students, 10 consistently turned in their weekly assignments on time that is 67%.	None changes. I think turning in homework in a timed manner is important for students to learn responsibility. Thinking critically is imperative in College.	None	
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	All 8 students passed this assessment. The lowest score was 79% or 59.5/75 points. Feedback was given immediately to all students about areas of their presentation that were lacking and they were given the opportunity to make up points by addressing these limitations during a Q & A portion of the presentation. Students were given a rubric to evaluate how much each group member contributed to the project. The majority of students received all of the points possible on the peer evaluation portion of the assessment. Only one student did not receive the full points, although they still received 90% or 31.5/35.	The written/visual component of the project was not very structured. Next time I will a more specific description of the components that I would like to see visually as part of their presentation, specifically: operationally defined IVs and DVs, and specific, directional hypotheses.	This is my first time teaching this course.	
				For the most part student writing did improve during the course of the semester. However, four students needed remedial work. The instructor laboriously corrected their papers and sent them back with extensive source and content suggestions for how they could improve	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 there can be a way to send a Moodle response privately. Immediate feedback is an important learning tool. Will Compass have that capability?	This semester the college offered several writing tutorials. The instructor posted about those and encouraged students to attend. She also continued her practice of returning submitted term papers and finals with corrections.	
				For the most part student writing did improve during the course of the semester. However, three students need remedial work. The instructor laboriously corrected their papers and sent them back	It would really be helpful if there were a way to correct grammar on the discussion boards without embarrassing the student-	This semester the college offered several writing tutorials. The instructor posted about those and encouraged students to attend. She also continued her practice of returning submitted term	

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				with extensive source and content suggestions for how they could improve	that is without doing it publically. Perhaps there can be a way to send a Moodle response privately. Immediate feedback is an important learning tool. Will Compass have that capability? Students seemed willing to write in discussions. But, as commented on in Objective 1, their lower than normal response rate in major written work - term papers and final is a concern.	papers and finals with corrections.	
				Fourteen students answered the extra credit.	Students did enjoy the assignment and learned more about how to deal with emotional intelligence.	Emotional intelligence assignment incorporated.	
				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; 34 of 34 students 100%.	Student success rate for SLO 3 was 100%. No changes are planned.	No changes from previous assessment.	
				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; 38 of 38 students 100%.	Student success rate for SLO 3 was 100%. No changes are planned.	No changes from previous assessment.	
				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	Data indicates that students who completed the course understood and can practically apply the	Retention information added and analyzed	

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				<p>back-up their positions with current research. 41 students completed the course, and 30 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 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.</p>	<p>concepts of the course. Of the 33 students who were enrolled at the end of the term, 30 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 3 who did not, most only completed discussions sporadically, and stopped attending after the last date to drop. If a student missed more than 2 discussions in a row, they were dropped for non-attendance (after reaching out to determine if they needed assistance in the course). Of those who completed the course (30 students) all 30 students completed the discussions and showed they understood and could apply the course concepts. To assist students, I have an APA "example" page, a "common writing mistakes college students make" page, and have 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</p>	<p>Retention information added and analyzed</p>	

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				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. 41 students completed the course, and 30 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 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.	grading written discussions and a detailed outline of additional discussion expectations. In this course, it appeared to assist students and those who completed discussions did so successfully.	Retention information added and analyzed	
		SLO #3A	Final	Out of the 13 students, all took the final and passed with a C or higher that's is 100%	The final is open book and covers 6 chapters	None	
				Out of the 15 students, all took the final and passed with a B or higher that's is 100%	The final is open book and covers 6 chapters		
	PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications.	The research report included both written and oral components. As part of this report students were required to summarize and synthesize a minimum of 5 peer-reviewed journal articles and develop a unique research question based on the literature. 8 out of 9 students received passing scores on both the written and oral component of the report. The average score for those who did pass was 74%. The student who did not pass was given continuous support throughout the class. I stayed after class almost every time we met to work with this student individually and I encouraged her to go to the tutoring center for additional writing	Students turned in weekly journal summaries for the five weeks prior to the report due date which I believe helped them stay on track. The students were also able to turn in a rough draft and receive feedback but this was not mandatory. Only one student turned in a rough draft. Next time I teach this course I will make the rough draft mandatory.	This was my first time teaching this course.	

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	PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications.	assistance.	Students turned in weekly journal summaries for the five weeks prior to the report due date which I believe helped them stay on track. The students were also able to turn in a rough draft and receive feedback but this was not mandatory. Only one student turned in a rough draft. Next time I teach this course I will make the rough draft mandatory.	This was my first time teaching this course.	
		SLO #1 (Roberts)	Students will be able to apply and communicate complex research findings through reading 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 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 37 students who were enrolled at the end of the term, 32 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, 4 missed two discussions during the term and one missed three discussions. (Three who missed two discussions in a row were dropped for non-attendance and not included in these statistics). Of the 5 who missed discussions, they still completed the remaining discussions appropriately, generally including references and responding to other students. Thus, the discussions, when	Continued responses to students on the discussion board enhances learning as well as assists with retention of students.	

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		SLO #1 (Roberts)	Students will be able to apply and communicate complex research findings through reading 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 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.	completed, indicated an increased understanding and final synthesis of the individual concepts taught during the term and an ability to utilize them practically.	Continued responses to students on the discussion board enhances learning as well as assists with retention of students.	
		SLO #2	Critically analyze research methods and their appropriateness to the research question.	Multiple choice, fill in the blank and essay questions on Exams 1-2 covered the appropriateness of quantitative and qualitative research methods and their applicability for different research questions. 6 out of 9 students passed Exam 1 and Exam 2. The average score for those who passed Exam 1 was 81%. The average score for those who passed Exam 2 was 85%. Students were able to complete additional journal article summaries to make up missed points.	I plan on encouraging students to identify research studies in the media that interest them and then discuss these methodologies in class. I will add questions to the exams that reference these studies specifically, in addition to the questions that I used this semester which were all taken from the required text.	This was my first time teaching this course.	
				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	Final exam is new this term because the textbook changed. Follow up was n/a because of this being a new exam.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				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).	weekly and understood the concepts both theoretically and practically were able to successfully complete the final exam. 36 students took the final exam (one was given an extension due to personal emergency but still did not take the final). Of the 36 students who took the final, 30 students passed the final exam with 60% or above. The final exam indicates that 83% of the students understood the data from the class at an average level, some with greater understanding and some with less understanding. With this being a new exam, it appears that the exam is appropriately weighted (possibly slightly on the easy side: 13 students scored 90% or above; 8 scored between 80% and 89%; 5 scored between 70% and 79%; 4 scored between 60% and 69%), and a review of questions will be conducted to see if any were consistently wrong or misunderstood so that the question(s) can be clarified or changed.	Final exam is new this term because the textbook changed. Follow up was n/a because of this being a new exam.	
	PSYC 14	SLO #1	Demonstrate an understanding of the concepts of use, abuse, and addiction.	Of the 17 students that successfully completed this course they all submitted journals with a synopsis of what they learned in the lesson and assignments.	Often, at the beginning of the class I seem to always have a couple of students who have a rough start with submitting journals. I believe I will post an example or have one ready for such students.	No other changes have been made.	
				Of the 22 students that successfully	Often, at the beginning of	No other changes have been made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				completely this course they all submitted journals with a synopsis of what they learned in the lesson and assignments.	the class I seem to always have a couple of students who have a rough start with submitting journals. I believe I will post an example or have one ready for such students.	No other changes have been made.	
				Of the 32 students that completed, all the course work through the final, 91% of them passed the class. Exhibiting an understanding of the concepts of the use, abuse and addiction of drugs & alcohol.	I am working even harder at reaching out to students who look like they are in danger of failing or not participating as they should.	No other changes have been made.	
		SLO #2	Demonstrate an understanding of the disease concept of addiction.	The data collected on the discussion board showed 97% feedback from all 32 students that completed the course. They are required to post to the weekly question for discussion and then comment on two other students post. They were very involved and successful with this assignment.	I plan to keep it as is and continue to use these strategies for future assessment.	There has not been any changes made to this aspect of the course.	
				The data is in the journals, they tell me when, where, what time they went. Some detail more than others, however they all leave richer for the experience. I collect the data in the journals, of all the students who complete the class 99% are successful in this assignment. The couple of students who do not go are instructed to use the internet for information and to find online meetings. They complete the assignments as well.	I plan to keep it as is and continue to use these strategies for future assessment.	This assignment is one of the most successful ones of the course, it has remained the same for the duration I have been teaching this class. I have added other resources for them in the event they cannot make a meeting in person.	
	PSYC 15	SLO #1	Identify and critique key terminology and concepts found in the study of guidance and counseling including ethical considerations.	36 out of 38 students completed the class. The average score was 53.91 out of a possible 60, or 89.85% per assignment indicating a good level of understanding.	No major changes are planned.	This was on a par with the previous class.	
				41 out of 41 students completed the class. The average score was 54.41.out of a possible 60, or 90.68% per assignment indicating a good level of understanding.	No major changes are planned.	This was on a par with the previous class.	
				The average score was 90.71% per assignment indicating a good level of	Continued use of the early alert form and	This reflects a substantial increase over previous classes which is extremely	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				understanding.	encouragement of students struggling with literacy issues to make use of available on-line help and workshops provided by the college.	encouraging.	
		SLO #2	Evaluate the guidance and counseling processes that occur in helping relationships.	36 out of 38 students completed the class. The average score was 66.05 out of a possible 80, or 82.56% which indicates a fairly high level of participation and understanding.	No major changes are planned, except to give more frequent reminders of the participation requirement and the importance of participation that is reflected in the final grade.	This was a slight decrease from the previous class, not enough to be significant. (Less than 3%)	
				41 out of 41 students completed the class. The average score was 69.56 out of a possible 80, or 86.95% which indicates a high level of participation and understanding.	No major changes are planned, except to give more frequent reminders of the participation requirement and the importance of participation that is reflected in the final grade.	This was a slight improvement over the previous class.	
				The average score was 85.4% which indicates a high level of participation and understanding.	Again, continued use of the early alert form and encouragement of students struggling with literacy issues to make use of available on-line help and workshops provided by the college.	This was also a substantial improvement over previous classes.	
		SLO #3 (3)	Have a basic understanding of the skills needed to be an effective counselor/helper.	36 out of 38 students completed the class. The average score for the quizzes was 26.56 out of a possible 30 or 88.53%. The average score for the mid-term was 25.77 out of a possible 30, or 85.9%. Both scores indicate a good level of understanding of the material. The average score for the final exam was 50.24 out of a possible 70, or 71.77%.	These results compare favorably with prior classes. More than half of the students who took this class were taking it as a pre-requisite to Graduate School. No major changes are planned.	Overall 21 of 38 students, or 55.26% received an 'A'. Of the 2 'Fails' one was a failure to complete the class, and one completed the class except for the final exam for reasons unknown at the time of writing.	
				41 out of 41 students completed the class. The average score for the quizzes was 27.52 out of a possible 30 or 91.73%. The average score for the mid-term was 26.78 out of a possible 30, or 89.26%. Both	These results highly encouraging. More than half of the students who took this class were taking it as a pre-requisite to	Overall 51% of the class received an 'A' and there was only one Fail.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result			SLO Action Plan	Follow-Up	Conclusions & Next Steps
				scores indicate a good level of understanding of the material. The average score for the final exam was 54.87 out of a possible 70, or 78.38%.			Graduate School. No major changes are planned.	Overall 51% of the class received an 'A' and there was only one Fail.	
				The average score for the quizzes was 86.53%, a 2% increase over the last term. The average score for the mid-term was 81.9%, a 5% increase over last term. Both scores indicate a good level of understanding of the material. The average score for the final exam was 79.18%, a 4.6% increase from the last class.			This teacher is highly encouraged by these results. They indicate a substantial improvement in literacy and comprehension levels over previous classes. Improvements in literacy standards for the College as a whole must continue to be a strong focus with the continued provision of workshops and tutors for those who struggle to maintain college levels.	Overall the average grade was a 'B' with 49% of the class receiving an 'A' and only one Fail – possibly the highest scoring class to date.	
	PSYC 2	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to developmental psychology.	A	20	47%	Final grades show that student seem to be responding well to the Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This platform also allows for more real-time grading, thus ensuring they can make changes as needed sooner than later. This appears to be motivating them to achieve more.	88% of the class passed the class. 12% failed, which exceeds the required 47% pass rate by 57%. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
			B	5	12%				
			C	9	21%				
			D	4	9%				
			F	5	12%				
				Pass	88%				
				Fail	12%				
				A	25	69%	Final grades show that student seem to be responding well to the new Moodle platform making it	86% of the class passed the class. 14% failed, which exceeds the required 47% pass rate by 55%. A first and census was completed and failing students were	
			B	2	6%				
			C	3	8%				
			D	1	3%				

Reporting Period	ID	SLO	SLO Statement	Assessment Result		SLO Action Plan	Follow-Up	Conclusions & Next Steps
				F	5	14%		
					36	100%		
					Pass rate	86%		
					Required	55%		
							easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.
					Four multiple choice exams covered 3 or 4 chapters each. All students achieved success, 100% or 19 of 19 Ss. Hooray!		Student success was 100%. Hooray! No immediate changes are planned.	No major changes made.
					Four multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 96% or 22 of 23 Ss.		Student success was 96%. No immediate changes are planned.	No major changes made.
					Of students who successfully completed the course, all wrote at least seven of the eight weeks. Most also wrote extra questions or comments. The two students who did not complete the course wrote discussion questions until the seventh week. Over 90% of the scores were above the 80% each week.		Discussion boards seem to be the best portion of the course for the students. The amount of discussion that occurred this semester seemed to enliven the material and encourage student application of material to their lives.	This was a smaller class than the previous one. Perhaps because of that, and as commented in the previous SLO because of instructor support of interaction, it had more active participation. The discussion boards were frequently just that, discussion. The students supported each other, and engaged actively in the course.
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology.	A	20	47%		
				B	5	12%		
				C	9	21%		
				D	4	9%		
				F	5	12%		
					Pass	88%		
					Fail	12%		
							Final grades show that student seem to be responding well to the Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This platform also allows for more real-	88% of the class passed the class. 12% failed, which exceeds the required 47% pass rate by 57%. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor

Reporting Period	ID	SLO	SLO Statement	Assessment Result			SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology.	A	20	47%	time grading, thus ensuring they can make changes as needed sooner than later. This appears to be motivating them to achieve more.	worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				B	5	12%			
				C	9	21%			
				D	4	9%			
				F	5	12%			
					Pass	88%			
					Fail	12%			
				A	25	69%	Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	86% of the class passed the class. 14% failed, which exceeds the required 47% pass rate by 55%. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				B	2	6%			
				C	3	8%			
				D	1	3%			
				F	5	14%			
					36	100%			
					Pass rate	86%			
					Required	55%			
				All students who successfully completed the course submitted a paper. Many commented how much they appreciated doing the paper.			The instructor wrote early in the semester about choosing a topic, and how to evaluate material. That started discussion and questions about the paper. The discussions seemed useful. The early postings will be continued.	The previous class required two papers. That was "a bit much". Therefore the requirement was changed to cover the entire course, and be only one paper. The quality of papers increased.	
				Students completed 16 study guides. Most students 19 of 23, achieved success, 83%.			Student success was 83%. I plan to allow students to	No major changes made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result			SLO Action Plan	Follow-Up	Conclusions & Next Steps
				The two students that earned a D missed multiple study guides 10 & 6. One student's test scores were in the 85% range and he would have comfortably passed if he completed four of ten more study guide. Multiple conversations with him did not result in enough improvement in his work rate. The two students that failed did 0 study guides and eight study			miss no more than three study guides before removal from the course.	No major changes made.	
				Students completed 16 study guides. Most students achieved success, 95%. The one student that earned a D missed multiple study guides; he completed seven of the 16 assigned study guides. His test scores were in the 85% range and he would have comfortably passed if he completed one more study guide. Multiple conversations with him did not result in enough improvement in his work rate.			Student success was 95%. No immediate changes are planned.	No major changes made.	
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	A	20	47%	Final grades show that student seem to be responding well to the Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This platform also allows for more real-time grading, thus ensuring they can make changes as needed sooner than later. This appears to be motivating them to achieve more.	88% of the class passed the class. 12% failed, which exceeds the required 47% pass rate by 57%. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
			B	5	12%				
			C	9	21%				
			D	4	9%				
			F	5	12%				
				Pass	88%				
				Fail	12%				
				A	25	69%	Final grades show that student seem to be responding well to the new Moodle platform making it	86% of the class passed the class. 14% failed, which exceeds the required 47% pass rate by 55%. A first and census was completed and failing students were	
			B	2	6%				
			C	3	8%				
			D	1	3%				

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				F 5 36 Pass rate 86% Required 55%	easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				Students completed 16 study guides, multiple handouts and presented information gathered in a group activity. All students achieved success, 100%.	Student success was 100%. No immediate changes are planned.	No major changes made.	
				The quality of most student writing improved during the semester. This improvement was seen in fewer grammatical mistakes, increased clarity of expression, better application of material to their lives. BCC offered the extra courses in writing. Attendance was encouraged by the instructor, but the courses started after this 9 week section was over. It would be helpful if the courses could be offered earlier.			
	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.	39 students took the final and 2/3 passed it.	Less students failed the final. The lessons worked.	The semester I revised lessons to add more answers to final directly into lectures.	
				A 12 B 7 C 5 D 3	Final grades show that student seem to be responding well to the new Moodle platform making it	73% of the class passed the class. 17% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				F 10 Pass 27 73% Fail 10 27%	easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however above the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				In order to improve the response rate for the career portfolio area, I added an extra incentive by dividing the assignment into two parts. My active participation resulted in 339 active views to this area and 48 posts.	Instructor presence results in greater participation, so I will continue to do this.	Instructor increased participation in discussion.	
				Students were consistent in completing their assignments but were called on rotation so they would sometimes miss quizzes or fail to complete assignments. 30 out of the 35 (85%) of the students completed all the assignments and quizzes with a "C" or better. 5 out of the 35 (15%) did not complete or demonstrate satisfactory levels in this SLO.	Students should be held accountable to know their expectations for the class. Yet, I could do a better job of letting the students know more in advance of my expectations of the class and I could send them out a weekly email reminder of their assignments.	Most students completed their assignments but some students have outside responsibilities that would cause them not to complete all of the assignments.	
		SLO #1 (Robles)	The students will have the opportunity to explore career options in accordance with their skills, personality, talents, career assessments, and use multiple resources to explore a career goal which will enable the students to plan an academic plan to achieve their goal via online, manual, oral assessment	34 students understood the assignments and all the data collected was used to assess the student retention of the information, career planning goals and enable students to begin a career path for the future. To support the students with an academic path to a lifelong learning path which will enable students begin to pursue their college career path. To enrich my teaching abilities in the classroom, challenge the student to set realistic goals,	The rubric is intended to have the students explore their personality, skills, and talents to correlate with a career path suitable for a lifetime career. During the course the students will discuss key points to enable the students to focus on a career path, academic goals, and to	My goal as instructor was to ensure all students passes the class with an understanding of choosing a career goal by using more Technology, classroom presenters and more online personal assessments to pair with in class assessments. I felt the students attained more and since the class I previously taught in the Spring. I have the students complete a NEEDS ASSESSMENT FORM at the beginning of class and used the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result		SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Robles)	The students will have the opportunity to explore career options in accordance with their skills, personality, talents, career assessments, and use multiple resources to explore a career goal which will enable the students to plan an academic plan to achieve their goal via online, manual, oral assessment	and provide the students with attainable short term and long term goals for their academic future investment.		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. I have found that the students really do benefit for Group work and this has empowered the students to form a bond with other students in the classroom, which has promoted a positive learning environment.	feedback to assist students in obtaining the necessary information needed to continue their College career. I felt it was successful for the student as well as beneficial feedback as an instructor as at the end of class I did another assessment with students to see what the students obtained, learned and what can be changed in the classroom to better serve students.	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with career and life planning.	A	12	Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	73% of the class passed the class. 17% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however above the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative	
			B	7				
			C	5				
			D	3				
			F	10				
			Pass	27	73%			
			Fail	10	27%			

Reporting Period	ID	SLO	SLO Statement	Assessment Result		SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with career and life planning.	A	12	Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	processes.	
				B	7			
				C	5			
				D	3			
				F	10			
				Pass	27			73%
				Fail	10			27%
				Seven out of 31 students did not pass the final. The remaining 24 students passed with the greatest number of students earning a C.		As I have achieved a bell shaped curve, I believe I will concentrate on another assignment area in the spring.	Reinforced reading the textbook and redesigned several lectures.	
				Students gained a broader understanding of career development through guided exercises and discussion.		Students like the discussions and academic writing level has improved from last time taught.		
				Students were asked to write a report and cite references on a current issue. 33 of the students completed the report. 32/35=91% of the students successfully completed the assignment with a "C" or higher.		In the future, I will strongly encourage students to contact me when they miss class to find out about assignments. I will also encourage students to visit me in my office if they are having any struggles.	Overall, students did very well in writing their assignments. The students who did not complete the assignments were missing class and not keeping up.	
		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.	All 34 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. The students engaged in interviewing a chosen person in their career field which enabled students to job shadow the person.		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	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. I also implemented that when students completed the Personal Interview with a person in their chosen career field to Job Shadow the person. The response was great and students learned a lot about their chosen career.	

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		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.	All 34 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. The students engaged in interviewing a chosen person in their career field which enabled students to job shadow the person.	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. I also implemented that when students completed the Personal Interview with a person in their chosen career field to Job Shadow the person. The response was great and students learned a lot about their chosen career.																						
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	<table border="1"> <tr> <td>A</td> <td>12</td> <td></td> </tr> <tr> <td>B</td> <td>7</td> <td></td> </tr> <tr> <td>C</td> <td>5</td> <td></td> </tr> <tr> <td>D</td> <td>3</td> <td></td> </tr> <tr> <td>F</td> <td>10</td> <td></td> </tr> <tr> <td>Pass</td> <td>27</td> <td>73%</td> </tr> <tr> <td>Fail</td> <td>10</td> <td>27%</td> </tr> </table>	A	12		B	7		C	5		D	3		F	10		Pass	27	73%	Fail	10	27%	Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	73% of the class passed the class. 17% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to	
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		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	A	12	Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	complete an online class. This is however above the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
			B	7				
			C	5				
			D	3				
			F	10				
			Pass	27	73%			
			Fail	10	27%			
				Research paper and presentation and possible careers- 35 students submitted the assignment and presented on their topics. 34/36=94% of the students successfully completed the assignment with a "C" or higher.		The assignment allowed students to choose careers that they are interested in but can be changed by assigning them a career they did not know about and have them work with a partner to learn how to work well with others.	Assignment was done early in the semester before the census that gave students ample time to present. 1 student did drop after the census date.	
			Students were clearly excited with the new discussion group questions. This discussion contained 75 posts, with 62 posts from students and 13 teacher contributions. The students displayed a real interest in the topic of informational interviews with well-developed paragraphs and appropriate responses.			Several discussions will be reviewed and the new technique will be utilized in other classes I teach.	Students posted critically and responded well to the new "research and respond" technique suggested by the online office.	
			Twelve students answered the extra credit.			Twelve students took advantage of the career portfolio option out of 25 who completed class. Participation is high and activity will be continued.	Opportunity to submit and have a career portfolio added.	
		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	Fall 2016 the students completed the class with a 15% of the class completed the class with a "A", 35% of the class completed the class with a "B", 45% completed the class with a "C", 5% of completed the class with an "D" while 0%		I have implemented more guest speakers from other colleges, Brochures from other numerous colleges, Park University, Brandan college and BCC advocates.	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	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Robles)	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 the portfolio will provide the student with organizational tools needed to transfer or preparation for a career choice or interview.	finished the class with an "F". The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities.	I believe this course is always very effective for students to grasp personal and career choices to pursue. I also had the Career Institute come to the classroom and instruct the student how to properly complete a resume, application, and interview for a career. I also had past students come to the classroom to share their life experience through college at BCC and now at a CSU or a career. It enlightens students with a lifelong career path to follow and has enabled them to set realistic career goals for their future. 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 for students and I feel it is my responsibility as an instructor to ensure the students' needs are being met. So at the end of the class I instruct students to complete a 3 question survey about the class and evaluate me as an instructor and what I can improve on and I take that information to build for the future success of my next	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	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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 the portfolio will provide the student with organizational tools needed to transfer or preparation for a career choice or interview.	Fall 2016 the students completed the class with a 15% of the class completed the class with a "A", 35% of the class completed the class with a "B", 45% completed the class with a "C", 5% of completed the class with an "D" while 0% finished the class with an "F". The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities.	class.	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.	55% (5 of 9 students) completed SLO's at the 70% level	Continue monitoring activities and find new web site for the lab portion of course.	No changes made.	
		SLO #2	Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.	55% (5 of 9 students) completed the SLO at the 70% level.	Employ more group discussion to improve retention and interest.	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.	55% (5 of 9 Students) completed the SLO at the 70% level.	Employ more group discussion to improve retention and interest.	No changes made.	
	READ 101	SLO #1	Employ effective reading strategies, including skimming, scanning, previewing, predicting, basic	No students enrolled	No students enrolled		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	READ 101	SLO #1	note-taking, and organizing textual information, to increase comprehension and reading speed.	No students enrolled	No students enrolled		
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	No students enrolled			
		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.	No students enrolled			
	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.	100%(2 of 2 students) completed SLO at the 70% level.	Employ more group discussion to improve retention and interest.	No changes made	
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	100% (2 of 2 students) Completed SLO at the 70% level.	Employ more group discussion and improve lab sessions to improve retention and interest.	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.	100% (2 of 2 students) completed SLO at the 70% level.	Employ more group discussion and improve lab sessions to improve retention and interest.	No changes made.	
	RLGS 1	SLO #1 (1)	Communication (personal expression and information acquisition) OUTCOME: The	85% of the students completed the course. The final grades for the students in this course were 13, A's,5,B's, 4,C's 1,D	My plan is to continue the reminders of the importance of the lectures	Students have been encouraged to review the lectures for each lesson prior the exam.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	RLGS 1	SLO #1 (1)	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.	and 5 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.	for each lesson and encourage the new learning being achieved by students.	Students have been encouraged to review the lectures for each lesson prior to the exam.	
				85% of the students completed the course. The final grades for the students in this course were 9, A's, 3, B's, 5, C's and 3 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.	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 to 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.	85% of the students completed the course. The final grades for the students in this course were 13, A's, 5, B's, 4, C's, 1, D and 5 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 student who received the D 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.	
				85% of the students completed the course. The final grades for the students in this course were 9, A's, 3, B's, 5, C's and 3 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	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 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	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	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 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.	85% of the students completed the course. The final grades for the students in this course were 13, A's,5, B's,4,C's, 1,D and 5 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 student who had the grade of D 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	
				85% of the students completed the course. The final grades for the students in this course were 9, A's, 3, B's,5,C's and 3 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 student who had the grade of D 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.	
	RLGS 5	SLO #1 (A)	The student shall be able to read and explicate Bible stories, as well as explain and identify standard literary forms, devices and	Out of 1,000 possible points, the Research Paper was worth 300, The 10 online discussions were worth ten points each making 100 points possible. The four tests were worth 100 points each, totaling 400	Since there wound up having a far too high ratio of "A"s this time, I will only allow 30 Bonus points for the Final Exam in the	Given that I was perceiving that quite a few were struggling doing well when the tests were open book, I was far too accommodating in granting 50 Bonus points on the Final, since it is closed	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	RLGS 5	SLO #1 (A)	characteristics.	points, and the final exam was worth 200 points and it was closed book, closed notes. 41 students enrolled for the course, 4 dropped out and 31 finished. There were 15 who got an A. 10 got a B. 3 got a C. 1 got a D. 9 got a F.	future.	book.	
		SLO #2 (A)	The student shall be able to analyze Hebrew poetry for meaning, as well as explain form and techniques. The student is to learn to identify the various forms of parallelism in Hebrew poetry and learn of its complexity.	The students generally did well on this test.	None		
		SLO #3 (A)	The student will be shown where to find the kind of information to do in depth research with tools available in our library, plus the use of online information secondarily. The student is to demonstrate research skills in interpreting a difficult passage of the Bible and explain its meaning both orally and in written form.	The students generally did well, but I will need to continue to stress for the future papers that students need to rely much less on materials available on the internet. They will need to consult the library much more for needed information. Of those who took Final Exam, three did not turn in a research paper at all. I just can't seem to inspire 100% participation in this area.	See box #9.	None	
	SOCI 1	SLO #1	Compare and contrast the functionalist perspective, the conflict perspective, and the interactionist perspective. Students will demonstrate knowledge of the three major theoretical perspectives as evidenced by applying a theoretical framework to one of the social topics discussed in course, ie: culture, gender, race, deviance, family.	Average grade for exam 1 was 62%. Only 38% of the class scored in the proficient range, identified as over 70%	Plan to assess another assignment next term.	Previous assessment results: Average grade for exam 1 was 65%. This period was 62%, a slight decrease.	
				Average grade was: 80% with 83% of the	Continue to assess this	Previous assessment measured a	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				class scoring Proficient. There were 43 students who took quiz 1. 70% scored in the Proficient range, and 28% in non-proficient. There was one student who did not take the quiz. Average quiz grade was 78%	assignment. There was a drop in quiz grades, but still within the B range, and target was still met at 70% scoring in the 80% range.	different assignment. Previous assessment results: Average grade for quiz 1 was 84%	
		SLO #1(A)	Given an essay forum, students will be able to demonstrate a comprehension of the three major theoretical perspectives in sociology: Functionalism, Interaction and Conflict as evidenced by correctly applying a theoretical framework to a social institution/social problem.	Paper. 1- 66%; Paper. 2- 70%. Paper 1 asked students to apply one of the sociological perspectives to a movie of their choice. The purpose was for students to demonstrate their knowledge of the constructs of the perspective and then apply these constructs to the movie. For paper one, students showed only marginal ability to demonstrate that they were able to apply the sociological perspectives. For this first paper only 4 students scored B or higher. The second paper required students to choose a different perspective than the one they choose for the first assignment and use it for the framework of a discussion of the Affordable Care Act. For the second paper students grades were slightly higher. For the second paper 7 students scored B or higher, with 1 student receiving an A. 9 students did not submit any papers and 5 only submitted only one paper.	It is unclear why this particular student cohort scored so much lower. As the teaching method and material was basically the same as in previous terms, this student cohort appears to have been less capable of mastering the content of the course. In an online course it is not as easy to adapt content and teaching style to a particular cohort of students. Students demonstrated that they were able to apply one of the sociological perspectives to the assignment. Although lectures and the text will remain primarily the same, additional teaching materials have been added to the lectures. It is not possible to significantly modify the lectures as the course is being offered in the next term. The Instructor Posting Area, therefore will be employed as a vehicle to provide teaching content and weekly content summaries. In the past, this area has been used to primarily make announcements of	In regard to SLO 1, grades for the two written assignments were considerably lower than in previous terms. Efforts to support student learning mirrored previous terms, with no change in the text, lectures, or assignments. Although the instructor attempted to provide students with solid feedback on their first paper which should have assisted them in constructing their second paper, grades on the second paper did not reflect this. Previous assessments 2015 and 2016 were similar to each other, but quite a bit higher than this current term.	

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		SLO #1(A)	Given an essay forum, students will be able to demonstrate a comprehension of the three major theoretical perspectives in sociology: Functionalism, Interaction and Conflict as evidenced by correctly applying a theoretical framework to a social institution/social problem.	<p>Paper. 1- 66%; Paper. 2- 70%. Paper 1 asked students to apply one of the sociological perspectives to a movie of their choice. The purpose was for students to demonstrate their knowledge of the constructs of the perspective and then apply these constructs to the movie. For paper one, students showed only marginal ability to demonstrate that they were able to apply the sociological perspectives. For this first paper only 4 students scored B or higher. The second paper required students to choose a different perspective than the one they choose for the first assignment and use it for the framework of a discussion of the Affordable Care Act. For the second paper students grades were slightly higher. For the second paper 7 students scored B or higher, with 1 student receiving an A.</p> <p>9 students did not submit any papers and 5 only submitted only one paper.</p>	<p>upcoming deadlines, clarification of assignments, and procedural issues. The course will continue to use the same assignments, as designed, as they have been effective. Although this instructor has repeatedly encouraged students to communicate with the instructor to discuss their assignment before the due date, these efforts will be intensified. This instructor will also send out messages to all students via MOODLE.</p> <p>Further, as part of the grading for the first paper, more assistance and direction will provided to the students in regard to the sociological perspectives which should aid in increasing understanding (and grades) for the second paper.</p> <p>Although the retention rate was considerably below the previous term, the last term seemed to be an outlier from previous semesters. Following First Census, any students who are not demonstrating full participation, eg. the weekly quiz and discussion board, will be contacted individually via MOODLE. Ongoing, students who have missed two full weeks of any participation will be</p>	<p>In regard to SLO 1, grades for the two written assignments were considerably lower than in previous terms. Efforts to support student learning mirrored previous terms, with no change in the text, lectures, or assignments. Although the instructor attempted to provide students with solid feedback on their first paper which should have assisted them in constructing their second paper, grades on the second paper did not reflect this. Previous assessments 2015 and 206 were similar to each other, but quite a bit higher than this current term.</p>	

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		SLO #1(A)	Given an essay forum, students will be able to demonstrate a comprehension of the three major theoretical perspectives in sociology: Functionalism, Interaction and Conflict as evidenced by correctly applying a theoretical framework to a social institution/social problem.	<p>Paper. 1- 66%; Paper. 2- 70%. Paper 1 asked students to apply one of the sociological perspectives to a movie of their choice. The purpose was for students to demonstrate their knowledge of the constructs of the perspective and then apply these constructs to the movie. For paper one, students showed only marginal ability to demonstrate that they were able to apply the sociological perspectives. For this first paper only 4 students scored B or higher. The second paper required students to choose a different perspective than the one they choose for the first assignment and use it for the framework of a discussion of the Affordable Care Act. For the second paper students grades were slightly higher. For the second paper 7 students scored B or higher, with 1 student receiving an A.</p> <p>9 students did not submit any papers and 5 only submitted only one paper.</p>	<p>contacted via MOODLE, and if there is no change in participation levels, will be dropped.</p> <p>Additional contact via the Discussion Board, emailing, Instructor Postings, and direct individual student contact may positively impact on student retention.</p>	<p>In regard to SLO 1, grades for the two written assignments were considerably lower than in previous terms. Efforts to support student learning mirrored previous terms, with no change in the text, lectures, or assignments. Although the instructor attempted to provide students with solid feedback on their first paper which should have assisted them in constructing their second paper, grades on the second paper did not reflect this. Previous assessments 2015 and 2016 were similar to each other, but quite a bit higher than this current term.</p>	
		SLO #1A (Macias)	Students will demonstrate knowledge of the three major theoretical perspectives as evidenced by applying a theoretical framework to one of the social topics discussed in course, i.e.: culture, gender, race, deviance, family.	84.9% (45 of 53)	More outreach to students with attendance issues	None. Students who attend and work achieve success.	
		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	82.6% (19 of 23)	More outreach to students with attendance issues.	Enhance lecture. No improvement.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	roles, socialization, resocialization, mass media, narcotizing dysfunction, dominant ideology, class, social inequality, stratification, race, racism, glass ceiling, contact hypothesis, gender, institutional discrimination, deviance, crime, social control, cohabitation, endogamy, exogamy.	82.6% (19 of 23)	More outreach to students with attendance issues.	Enhance lecture. No improvement.	
				Average score on final exam was 71%. There was only 35% of the students that scored in the Proficient range.	This is hard to comprehend. The students are provided the terms in the syllabus and they are stressed often in the course. Plan to stress the importance of reading the study guide provided in the syllabus.	Previous Results: Average score on final exam was 69%. Highest score was 94% This period the average was 71% which is a slight increase, but still below the target. Highest score was 91% this period.	
				Average score on final exam was 72% There were 49% of the class that scored in the Proficient range (80%+) and 49% that scored below proficient. Lowest score was 8% which obviously brought down the average. Highest score was 100% There were seven students that did not take the final exam.	Since the highest score was 100%, the study guide and course is successful. Disappointed that a student would score 8 out of 100 though and that only half the class scored in the proficient range. Will stress the study guide and the importance of reading lecture materials.	Previous Results: Average score on final exam was 76%. This period the average was 72%. A slight decrease from last assessment.	
				Average score on final exam was 72%. Only 57% of the class scored in the Proficient range of at least 80%	No changes noted	Previous Results: Average score on final exam was 86%. This period it was 72%. This is a significant decrease. This was a nine-week course, and there will several failing grades in this class.	
		SLO #2 (A)	Demonstrate a knowledge of the three major theoretical perspectives	Although the overall grade in the course was 73% (when the 8 students with grades below 20% are removed), the best indicator of whether this objective was met is the final exam. The final exam was an OPEN notes, CLOSED book, proctored	Although students did not score at least a <u>C</u> on the final exam, overall they scored well in the course, a mean grade of 73% in the		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (A)	Demonstrate a knowledge of the three major theoretical perspectives	<p>exam. Although it was assumed that this exam mean would below the course grade, a mean score of 54% is quite low.</p> <p>The final exam raw score was 54.1 %. If the student who received a final exam score of 27 was removed, the mean final exam score would be 55.3%. The final exam score was for the previous term was :65%. For the two sections taught in 2015- Final exam scores 61.9 and 62.4%.</p> <p>Weekly quizzes were open book. Yet 9 students received less than 50% on quizzes.</p> <p>All of the above previous term scores were well above the current term.</p> <p>There was no change in the pedagogy for this term vs other terms.</p>	<p>course, demonstrated some mastery of the material. The best demonstration of mastery, however, would have been the final exam.</p> <p>Students were provided advance notification (in the Syllabus and via Instructor notes on the Discussion Board) that the final exam would be closed book. However, students may not have understood that they would need a different study method and exam preparation for the final. The instructor will continue to explain the importance of grasping the important concepts of the course prior to taking the final exam, and encouraging students to practice good study habits in preparation for the final exam.</p> <p>Additional student information and support via email, discussion board postings, and Instructor Notes postings may help students gain a better understanding of the material. Additional lecture material has been added which may also assist student understanding.</p> <p>Although the retention rate was considerably below the previous term, the last term seemed to be</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (A)	Demonstrate a knowledge of the three major theoretical perspectives	<p>Although the overall grade in the course was 73% (when the 8 students with grades below 20% are removed), the best indicator of whether this objective was met is the final exam. The final exam was an OPEN notes, CLOSED book, proctored exam. Although it was assumed that this exam mean would below the course grade, a mean score of 54% is quite low.</p> <p>The final exam raw score was 54.1 %. If the student who received a final exam score of 27 was removed, the mean final exam score would be 55.3%. The final exam score was for the previous term was :65%. For the two sections taught in 2015- Final exam scores 61.9 and 62.4%.</p> <p>Weekly quizzes were open book. Yet 9 students received less than 50% on quizzes.</p> <p>All of the above previous term scores were well above the current term.</p> <p>There was no change in the pedagogy for this term vs other terms.</p>	<p>an outlier from previous semesters. Following First Census, any students who are not demonstrating full participation, eg. the weekly quiz and discussion board, will be contacted individually via MOODLE. Ongoing, students who have missed two full weeks of any participation will be contacted via MOODLE, and if there is no change in participation levels, will be dropped.</p> <p>Additional contact via the Discussion Board, emailing, Instructor Postings, and direct individual student contact may positively impact on student retention.</p>		
		SLO #3 (Macias)	Research and demonstrate comprehension of US counter-terrorism options, taxonomy and practical application.	More outreach to students with attendance issues and additional readings.			
	SOCI 2	SLO #1	Understand the dynamics of American social problems through a sociological perspective.	76% scored in the Proficient range (identified as greater than 80%). Seven percent scored in the non-proficient range, and 15% did not complete the assignment. Target met	No changes	Previous assessment measured a different assignment.	
		SLO #2	Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture.	61% scored in the Proficient range (identified as greater than 80%). 23% percent scored in the non-proficient range, and 15% did not complete the assignment. Target not met.	This was a 9-week class, and sometimes students do not prepare for assignments the same as in an 18 week term, in my opinion.	Previous assessment measured a different assignment.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Relate theoretical concepts and link them with the realities of American social problems which focus on the uniqueness of the political and economic system.	69% scored in the Proficient range (identified as greater than 80%). 30% percent scored in the non-proficient range. Target not met.	The final exam is a culmination of all of the quizzes taken in class. There should really be no reason for students not to score high. Average score was 63/100 and 67/100 on the midterm. Again—these are questions that they have previously been quizzed on, so I'm not sure what's going on.	This assignment was not assessed last review period	
	SOCI 3	SLO #1	Student will be able to identify various options for birth control, pregnancy, and childbirth	Average score was 49% for this essay, however if non submissions are removed, the average grade was 89%. Less than 1% of the class scored below Proficient. 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.	No changes noted, will continue to assess this SLO	Previous Results: Average score for this assignment was 94%, 89% for this period.	
				Average score was 78% for this essay, however if non submissions are removed, the average grade was 84%. Less than 1% of the class scored below Proficient. 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.	No changes noted, will continue to assess this SLO	Previous Results: Average score for this assignment was 96% for this period. A decrease with 78% on this period.	
				Mean score for research paper one was <u>.73.45%_</u> . <u>_9_</u> Students did not submit. <u>_2_</u> students who submitted failed the paper.	In regard to the assignment, students who completed the assignment demonstrated an understanding of the SLO. Therefore no changes will be made. This was the same mean as the previous term, but was first time	None	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Mean score for research paper one was <u>73.45%</u> . <u>9</u> Students did not submit. <u>2</u> students who submitted failed the paper.	that this instructor has taught the course as a summer offering so not clear how to compare. Students were prepped with an Instructor note prior to submission of the papers. Not possible to gage the impact of this. There will be no change to student / instructor communication.	None	
		SLO #2 (1)	Students will know major concepts of marriage and family	Of those students who took the final exam, the mean grade was 73% if the <u>0</u> for students who did not take the exam are eliminated. Only two students failed the final exam, both with 59/100. Both of these students passed the class, however.	In regard to the assignment, students who completed the assignment demonstrated an understanding of the SLO. The final exam is closed book, open notes. The mean grade on the final exam was a passing grade. As the final exam was open notes, but closed book, the students appeared to be able to retain the major content of the course. In regard to retention, fewer students withdrew from the course than the previous year. Therefore, there will be no change to student / instructor communication.		
		SLO #3	Students will demonstrate knowledge of financial management within the family structure.	Average grade was 53% for this assignment, however if non-submissions are removed, the average grade was 87% Less than 1% of the class scored below proficient. 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	No changes noted, will continue to assess this assignment.	Previous assessment period: Average grade was 92% for this assignment. 87% this period	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Students will demonstrate knowledge of financial management within the family structure.	what changes need to be made.	No changes noted, will continue to assess this assignment.	Previous assessment period: Average grade was 92% for this assignment. 87% this period	
				Average grade was 91% for this assignment. Less than 1% of the class scored below proficient. 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 this assignment.	Previous assessment period: Average grade was 90% for this assignment. 91% this period	
		SLO #3 (1)	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 79%. Statistically the same as the previous year. Only _2_ 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.	Average score for this essay was 62%. However, if non submissions are removed, the average score is 93% This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce.	None noted. Continue to monitor this objective with essay assignment.	Previous assessment: Average score for this assignment was 98% on previous review.	
				Average score for this essay was 90%. This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce.	None noted. Continue to monitor this objective with essay assignment.	Previous assessment: Average score for this assignment was 98% on previous review. This assessment period saw a slight decrease to 90% average.	
	SPAN 1A	SLO #2	Demonstrate writing skills in form of a loosely unified 5-	29 Students were assessed.	I will develop two different types of assessments to	On previous assessment students got an average of 88%	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	SPAN 1A	SLO #2	sentence paragraph.	7 students received a score of 90% or higher which is a letter A grade. 8 students received a score between 80% and 89% which is a letter B grade. 9 students received a score between 70% and 79% which is a letter C grade. 5 students received a score between 60% and 69% which is a letter D grade.	record the reading understanding and writing ability in Spanish.	I submitted the final letter grade percentage for each student; therefore, it was a recommendation to change on this assessment.	
		SLO #4	Demonstrate listening skills in a guided role-play and authentic dialogue tracks.	28 Students were assessed. 13 students received a score of 90% or higher which is a letter A grade. 10 students received a score between 80% and 89% which is a letter B grade. 5 students received a score between 70% and 79% which is a letter C grade.	The previous assessment was a one to one interview with the instructor. I'm planning to have a role play assessment were two students present a scene or situation. In This case, I also will be able to evaluate understanding, fluency, pronunciation, and vocabulary.	On the last class assessment students got an average of 88% I did not submit a letter grade percentage for each student; therefore, it was a recommendation to do it on this assessment.	
				29 Students were assessed. 7 students received a score of 90% or higher which is a letter A grade. 8 students received a score between 80% and 89% which is a letter B grade. 9 students received a score between 70% and 79% which is a letter C grade. 5 students received a score between 60% and 69% which is a letter D grade.	Students are very motivated with the true and false questions instead of the write in question or complete exercises. I will keep improving the listening activities in the classroom to assure students are gaining the necessary skills to improve their Spanish learning and listening comprehension experience.	The previous assessment was a dictation and the students had to answer the dictation questions. On this assessment the students listened to an audio about plans for the future. Using the preterite and they answered to true or false questions according to the audio.	
	SPCH 1	SLO #1	Apply knowledge and understanding of the basic principles of public speaking.	4 of 4 students in class presented 8 speeches resulting is a aggregate score of 89% in delivery and organization as shown from the 25 point rubric. The scale was adjusted for the difficulty level and time allotment for each presentation (the shortest being 30 sec.-1min and the longest 4-7 minutes).	The above data indicates that smaller class size results in more material covered, in-depth instructor time with students and more student skill practice in class.	Students we afforded more practice with group and in-class activities due to the low enrollment. More time was devoted to one on one student/instructor time.	
				67 percent of 9 students received a B or higher on all five speeches (or 6 out of 9). One student received a D on one speech but A's and B's on the other for speeches.	I think that I will give a 20-point extra credit assignment that can be written and turned in at	Because I am a new hire, and this is my first SLO report I do not have any chances to report at this time.	

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				Two students failed to present one of their speeches but received A's or B's on the other four speeches. I allowed for one makeup speech, however the two who did not present on the due date refused to make up the speech they missed. The students had to write, prepare and present five different speeches that included: Self-Introduction speech, Special Occasion Speech, Demonstration speech, Informative speech and a Persuasive speech. Each speech had its own guidelines, however they each had to follow the basic principles of public speaking, I would asses each presentation using the guidelines and then give feedback. Each speech is worth 20 points.	the end of the class which the student will be able to analyze a famous speech. I think this will be a way to still work on understanding the elements of public speaking, but will allow a student to make up points if they have to miss a speech day.	Because I am a new hire, and this is my first SLO report I do not have any chances to report at this time.	
				75/78 students earned a C or better identifying criteria for 2 written speeches and two video presented speeches including one television advertisement demonstrating Monroe's Motivational Sequence of Persuasion (3 students chose not to complete either assignment)	Video and written presentations augmented instructor lecture and brought the text principles "to real life." Plan to incorporate more published works to supplement text and instructor lectures.	Video and advertisement presentations used to identify principles of speech were successful as students these activities further developed their knowledge and understand which allowed them to be more successful in accomplishing SLO #2.	
				The question : With regards to "Demonstrate knowledge and understanding of the basic principles of public speaking"... students were asked how they would rank their ability before class? : av=3.3 How did the rank their ability after? = av =8.6 Average improvement: 5:3 Analysis: This means that on average students made notable progress in their knowledge and understanding of public speaking. This should help them be better critically thinkers in and communicators which will help them in all there interpersonal interactions which include those in their academic careers.	I plan to revise the speech rubrics for the spring semester and make them a little more detailed. I want the students to be able to see the breakdown of a good public speech and to be able to use the revised rubrics to do so.	I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future. I did add an extra credit assignment for 15 points where the students were required to turn in an analysis of the "I have a Dream speech" in this assignment the students had to show that they understood why the speech was effective by using the principles of public speaking to support their thoughts.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Final grade break down out of 28 students: 12 students in the class received As, 10 students received Bs, 5 received Cs. No student earned lower than a C	I plan to revise the speech rubrics for the spring semester and make them a little more detailed. I want the students to be able to see the breakdown of a good public speech and to be able to use the revised rubrics to do so.	I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future. I did add an extra credit assignment for 15 points where the students were required to turn in an analysis of the "I have a Dream speech" in this assignment the students had to show that they understood why the speech was effective by using the principles of public speaking to support their thoughts.	
				<p>The question : With regards to "Demonstrate knowledge and understanding of the basic principles of public speaking"... students were asked how they would rank their ability before class? : av=4.4 How did the rank their ability after? = av =9.5 Average improvement: 5:1</p> <p>Analysis: This means that on average students made notable progress in their knowledge and understanding of public speaking. This should help them be better critically thinkers in and communicators which will help them in all there interpersonal interactions which include those in their academic careers.</p> <p>Final grade break down out of 19 students: 14 students in the class received As, 4 students received B's, 1 received C. No student earned lower than a C</p>	I plan to revise the speech rubrics for the spring semester and make them a little more detailed. I want the students to be able to see the breakdown of a good public speech and to be able to use the revised rubrics to do so.	I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future. I did add an extra credit assignment for 15 points where the students were required to turn in an analysis of the "I have a Dream speech" in this assignment the students had to show that they understood why the speech was effective by using the principles of public speaking to support their thoughts.	
				<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? 2.1 How would you rank your ability after the class? 7.4 Average Improvement: 5.3 Analysis: This improvement means that</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my</p>	<p>Now this information is being included per the SLOAC request. Retention After Census: 60% Grade Distribution: A: 3 B: 3 C: 3 D: 0 F: 0</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>on average students made significant progress in acquiring 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>test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</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? 3.3 How would you rank your ability after the class? 8.7</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having</p>	<p>Now this information is being included per the SLOAC request.</p> <p>Retention After Census: 84%</p> <p>Grade Distribution: A: 3 B: 13 C: 8</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Average Improvement: 5.4</p> <p>Analysis: This improvement means that on average students made significant progress in acquiring 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>become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>D: 0 F: 3</p> <p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</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? 3.3</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test</p>	<p>Now this information is being included per the SLOAC request.</p> <p>Retention After Census: 93%</p> <p>Grade Distribution: A: 7</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>How would you rank your ability after the class? 8.6</p> <p>Average Improvement: 5.3</p> <p>Analysis: This improvement means that on average students made significant progress in acquiring 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>questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>B 18 C: 3 D: 0 F: 2</p> <p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p>	
				<p>The Question: With regards to "demonstrating knowledge and understanding of the basic principles of</p>	<p>1. I changed a few examination questions based on the assessment</p>	<p>Now this information is being included per the SLOAC request. Retention After Census: 84%</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>public speaking”... How would you rank your ability before the class? 3.8 How would you rank your ability after the class? 8.7 Average Improvement: 4.9 Analysis: This improvement means that on average students made significant progress in acquiring 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>seminar I attended during Spring 2016. ***Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases. 2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being “test wise.” 3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for “Speech Organization” and other performance considerations sooner in the semester; this should help with critiquing. 4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with “transferring ideas to other students” and “improving speaker breathing.”</p>	<p>Grade Distribution: A: 3 B: 13 C: 8 D: 0 F: 3</p> <p>My goal of spending more time on the “grading critique sheet” in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student’s speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. 2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. 3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p> <p>Now this information is being included per the SLOAC request. Retention After Census: 73% Grade Distribution: A: 7 B: 10 C: 2 D: 0 F: 0</p>	
				<p>The question: With regards to “demonstrating knowledge and</p>	<p>1. I changed a few examination questions</p>	<p>Retention After Census: 88% Grade Distribution:</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>understanding of the basic principles of public speaking?" How would you rank your ability before the class? 3.6 How would you rank your ability after the class? 8.1 Average improvement: 4.5</p> <p>Analysis: This improvement means that on average students made significant progress in acquiring 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>based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>A: 7 B: 13 C: 2 D: 0 F: 1</p> <p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. 2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. 3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p>	

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		SLO #2	Demonstrate improvement in the expression of thought and develop the organizational skills of a speaker.	<p>4/4 students completed audience analyses, outlines, note cards, manuscripts wutg drafts , and 5 topic - given impromptu speeches which demonstrated their development of both expository and persuasive speech preparation using the IBC (Introduction, Body, Conclusion) and Monroe 5 point Motivational Sequence. Written mid-term exam also revealed an average score for 4/4 students was 91%</p> <p>82% (64/78) students delivered 6 speeches and other in-class oral activities designed to allow individuals to develop their organizational skills using the IBC method. These included group activities, impromptu, extemporaneous and oratory methods of delivery. 14 students either were absent and chose not to make-up presentations or were not prepared at time of delivery.</p> <p>89 % Of 9 students (8 out of 9) of students received B's or higher on the self-reflection. One student failed to write his first reflection. The students were asked to right a reflection after presenting both their first and their second to last speeches. In these reflections they demonstrate their understanding of the skills it takes to be a good speaker including how to create credibility, how to organize a speech, and how to present with confidence. In the first reflection they make notes of the things they want to work on to improve as a speaker, In the second reflection they analyze if they have reached those goals.</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? 2.6 How would you rank your ability after the class? 7.9 Average Improvement: 5.3 Analysis: This improvement means that</p>	<p>Small enrollment provides greater opportunity for student practice in developing organizational skills.</p> <p>Reducing delivery time allows for more experiences. Action plan for next semester includes arranging make-up time outside of regular class time for students who are absent opportunities to complete missing speeches.</p> <p>I think that next round I may have them write a reflection after all the main graded speeches. I think that they are consistently reassessing themselves, and I can keep track of what they plan to work on from speech to speech.</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my</p>	<p>Added additional student presentations and one-one peer critiques.</p> <p>Changes included reducing delivery time to allow for additional activities.</p> <p>Because I am a new hire, and this is my first SLO report I do not have any chances to report at this time.</p> <p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>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>test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being “test wise.”</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for “Speech Organization” and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with “transferring ideas to other students” and “improving speaker breathing.”</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</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? 3.4 How would you rank your ability after the class? 9.0</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having</p>	<p>My goal of spending more time on the “grading critique sheet” in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student’s speeches.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Average Improvement: 4.6</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>become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>(See Number 3.)</p> <ol style="list-style-type: none"> 1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. 2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. 3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester. 	
				<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? 3.5</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. ***Test</p>	<p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>How would you rank your ability after the class? 8.4</p> <p>Average Improvement: 4.9</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>questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being “test wise.”</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for “Speech Organization” and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with “transferring ideas to other students” and “improving speaker breathing.”</p>	<p>Students also gave more comprehensive critiques of other student’s speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p>	
				<p>The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”...</p>	<p>1. I changed a few examination questions based on the assessment</p>	<p>My goal of spending more time on the “grading critique sheet” in Fall 2016 seems to have translated into better</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>How would you rank your ability before the class? 3.9</p> <p>How would you rank your ability after the class? 8.8</p> <p>Average Improvement: 4.9</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>seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p>	
				The Question: With regards to "showing	1. I changed a few	My goal of spending more time on the	

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				<p>the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? 4.3 How would you rank your ability after the class? 8.9 Average Improvement: 4.6 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>examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases. 2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being “test wise.” 3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for “Speech Organization” and other performance considerations sooner in the semester; this should help with critiquing. 4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with “transferring ideas to other students” and “improving speaker breathing.”</p>	<p>“grading critique sheet” in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student’s speeches. (See Number 3.)</p> <ol style="list-style-type: none"> 1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. 2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. 3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester. 	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>The Question: With regards to “showing the expression of through and the use of organizational Skills of a speaker” Students where asked how they would rank their ability before the class? : av.=3.6 How they would rank after the class?: av.=8.6 Average improvement of : 5</p> <p>Analysis: This improvement shows that on average students made significant progress in their expression of thought and organizational skills when it comes to public speaking.</p> <p>Final grade break down out of 28 students: 12 students in the class received A’s, 10 students received B’s, 5 received C’s. There where no D’s or F’s in the class.</p> <p>Final grade break down out of 28 students: 12 students in the class received As, 10 students received Bs, 5 received Cs. No student earned lower than a C</p>	<p>I think that in the spring may have them write a reflection after all the main graded speeches. I think that they are consistently reassessing themselves, and I can keep track of what they plan to work on from speech to speech.</p>	<p>I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future</p>	
				<p>The Question: With regards to “showing the expression of through and the use of organizational Skills of a speaker” Students where asked how they would rank their ability before the class? : av.=4.4 How they would rank after the class?: av.=9.7 Average improvement of : 5.3</p> <p>Analysis: This improvement shows that on average students made significant progress in their expression of thought and organizational skills when it comes to public speaking.</p> <p>Final grade break down out of 19 students: 14 students in the class received As, 4 students received B’s, 1 received C.</p>	<p>I think that in the spring may have them write a reflection after all the main graded speeches. I think that they are consistently reassessing themselves, and I can keep track of what they plan to work on from speech to speech.</p>	<p>I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future.</p>	

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				No student earned lower than a C	I think that in the spring may have them write a reflection after all the main graded speeches. I think that they are consistently reassessing themselves, and I can keep track of what they plan to work on from speech to speech.	I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future.	
		SLO #3	Actively listen to and analyze speeches.	100% or 9 out of 9 of the students participated in these class discussions. After every main graded speech and after the impromptu not graded speeches we would discuss what the speaker did that worked. We would analyze if the speaker was organized, if they were credible, and if they got our attention as an audience. The students could only participate in the discussion if they were actively listening.	I think in the future I may had out an audience analysis rubric at least for one of the speeches so that that the students know exactly what it is they are looking for in a speech, also if they are feeling out a paper they may be even more inclined to actively listen.	Because I am a new hire, and this is my first SLO report I do not have any chances to report at this time.	
				Audience (peer) evaluations were required for 5 speeches. Total evaluations were over 300...showing that students listened and responded to delivery and content of peer speeches.	Speakers responded positively to the feedback and looked forward to the peer evaluations. Action plan is to continue to require peer evaluations as part of the effective listening objective.	Required peer evaluations; whereas previously evaluations were optional for extra credit.	
				Students actively listened by preparing written and verbal critiques after each classmate speech.	Q & A provide valuable and immediate feed back for each presentation. Smaller classes allow more time for this activity and more listening/response.	Allowed time for oral audience Q & A responses to classmate presentations.	
				The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? 4.0 How would you rank your ability after the class? 8.8 Average Improvement: 4.8 Analysis: This improvement means that on average students made significant progress in their active listening skills	1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>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>heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being “test wise.”</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for “Speech Organization” and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with “transferring ideas to other students” and “improving speaker breathing.”</p>		
				<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 6.8 How would you rank your ability after the class? 9.8 Average Improvement: 3.0 Analysis: This improvement means that</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to</p>	<p>My goal of spending more time on the “grading critique sheet” in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student’s speeches. (See Number 3.)</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>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>making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being “test wise.”</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for “Speech Organization” and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with “transferring ideas to other students” and “improving speaker breathing.”</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p>	
				<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.4 How would you rank your ability after the class? 9.4</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Test questions will be under on-</p>	<p>My goal of spending more time on the “grading critique sheet” in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Average Improvement: 4.0</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>going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester.</p>	
				<p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? 5.7</p>	<p>1. I changed a few examination questions based on the assessment seminar I attended during</p>	<p>Retention After Census: 88%</p> <p>Grade Distribution:</p> <p>A: 7</p> <p>B: 13</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>How would you rank your ability after the class? 9.2</p> <p>Average Improvement: 3.5</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>Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise."</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing.</p> <p>4. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing."</p>	<p>C: 2 D: 0 F: 1</p> <p>My goal of spending more time on the "grading critique sheet" in Fall 2016 seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <p>1. I changed a few examination questions based on the assessment seminar I attended during Spring 2016.</p> <p>2. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely.</p> <p>3. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester. Now this information is being included per the SLOAC request.</p>	
				The Question: With regard to "actively listening to student speeches"... How	1. I changed a few examination questions	My goal of spending more time on the "grading critique sheet" in Fall 2016	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>would you rank your ability before the class? 5.9 How would you rank your ability after the class? 9.5 Average Improvement: 3.6 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>based on the assessment seminar I attended during Spring 2016. Test questions will be under on-going review having become sensitized to making sure each of my test questions gets to the heart of an issue without inadvertent, built-in biases.</p> <ol style="list-style-type: none"> Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. I plan to continue talking about being "test wise." Critiquing other students is an important skill students need to work hard to refine. By the end, everyone tends to get this skill, yet many struggle with this early in the semester. I am considering creating a worksheet that will help students get critiquing and looking for "Speech Organization" and other performance considerations sooner in the semester; this should help with critiquing. I have found two YouTube videos that I expect to use in 2017. I hope these will help students early in the semester with "transferring ideas to other students" and "improving speaker breathing." 	<p>seems to have translated into better grades for some students. Students tended to give better speeches. Students also gave more comprehensive critiques of other student's speeches. (See Number 3.)</p> <ol style="list-style-type: none"> I changed a few examination questions based on the assessment seminar I attended during Spring 2016. Students generally did well on examinations. This semester I took additional time to encourage students to allocate study time more wisely. Critiquing other students is an important skill students need to work hard to refine. By the end everyone tends to get this skill; however, many struggle early in the semester. 	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>The Question: With regard to “actively listening to student speeches” The question asked how they would rank their ability before the class? : av.=5.8 After the class?: av.=9.3 Average Improvement: 3.5</p> <p>This average means that the student made significant progress in the way they listen to their peers speeches. Listening is an important part of interpersonal communication and a skill that they improved with.</p>	<p>I think in the future I may hand out an audience analysis rubric at least for one of the speeches so that that the students know exactly what it is they are looking for in a speech, also if they are feeling out a paper they may be even more inclined to actively listen.</p>	<p>I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future.</p>	
				<p>The Question: With regard to “actively listening to student speeches” The question asked how they would rank their ability before the class? : av.=5.9 After the class?: av.=9.6 Average Improvement: 3.7</p> <p>This average means that the student made significant progress in the way they listen to their peers speeches. Listening is an important part of interpersonal communication and a skill that they improved with.</p> <p>Final grade break down out of 19 students: 14 students in the class received As, 4 students received B’s, 1 received C. No student earned lower than a C</p>	<p>I think in the future I may hand out an audience analysis rubric at least for one of the speeches so that that the students know exactly what it is they are looking for in a speech, also if they are feeling out a paper they may be even more inclined to actively listen.</p>	<p>I did not have the Qualitative instrument in the first class that I did an SLO on, however I found it very useful and hope to use it in the future.</p>	
	SPCH 3	SLO #1	Apply fundamentals of effective interpersonal communication strategies for conflict resolutions.	<p>My drop rate increased by 5% from the previous two summer 2016 classes. The students that dropped were not looking for a class to work and integrate with the class, they were looking for an easy grade! The students 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 38% from the previous two classes and 11% from the previous model</p>	<p>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.</p>	<p>Moving the Instructor call up from week 4 to an option of week 5 or 6 and contacting the students that did not call in week 4 increased the participation by 40% and decreased the drop rate by 2%. Getting the students into the mode of healthy conflict resolution is a key and this builds confidence with the students at the earlier date.</p>	

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	SPCH 3	SLO #1	Apply fundamentals of effective interpersonal communication strategies for conflict resolutions.	I used in Summer 2016. I normally have 700-730 interpersonal communication posts at the end of the 5th week. The Instructor call increased motivation in this interaction and this class had over 1050+ class posts in the 6th 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 about the same with a slight (1%) The Instructor call is the key to my class. This allows me to check the azimuth of the students as they have completed about 60% of the class. In the 10-minute call we discuss the written evals (composition) and the performance with the all my students. New Tip with the option of the week 5 and 6 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 9 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 4 to an option of week 5 or 6 and contacting the students that did not call in week 4 increased the participation by 40% and decreased the drop rate by 2%. Getting the students into the mode of healthy conflict resolution is a key and this builds confidence with the students at the earlier date.	
		SLO#1(1)	Discover the creative process that links ideas in both composition and performance in many forms of communication.	My drop rate decreased to my lowest EVER in (12 years) to 2%. I finished with 41students! I'm reaching out at the end of the 1st week to all students that have not completed the syllabus and 1st .The involvement in the class interaction/discussion/observation increased by 20% from the previous class model. I previously had 703 interpersonal communication posts at the end of the 6th week. The Instructor call increased motivation in this interaction and this class had 809 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	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.	Maintaining the chapters from the previous semester before the Instructor call kept the retention rate the same. The students really enjoy the Three Points of Contact! My 10 minutes instructor call increased to 16 minutes per student with this class as they love talking about the book – NO Problem~ Class participation continues to increase by 8% after the call ?	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO#1(1)	Discover the creative process that links ideas in both composition and performance in many forms of communication.	grades were slightly higher also (7%) The Instructor call remains the KEY to my class. This allows me to check the azimuth of the students as they complete about 40% of the class. In the 10-minute call we discuss the written evals (composition) and the performance with the other students. The class takes 6 hours on a Saturday and I would like to add a BESRT practice for all online faculty. My class drop rate has decreased every semester with the instructor call. I also offer a letter of recommendation to all my passing 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.	Maintaining the chapters from the previous semester before the Instructor call kept the retention rate the same. The students really enjoy the Three Points of Contact! My 10 minutes instructor call increased to 16 minutes per student with this class as they love talking about the book – NO Problem~ Class participation continues to increase by 8% after the call ?	
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. ? 7% (1 out of 14 students) received a 4 out of 4. ? 36% (5 out of 14 students) received a 3 or 3.5 ? 14% (2 out of 14 students) received a 2.5 ? 43% (6 out of 14 students) received a 1.5 43% received a 3 or higher.	Students have different ability levels. This should be respected. Half of the class did well in their scenes but the other half were weaker in their skill level. This was sometimes due to lack of work on their respective scenes. Sometimes it was due to the student having challenges that hinder their progress. Sometimes it was just that certain students were too inhibited to fully engross themselves in the work. At the same time, not enough time could be spent on each scene as there were 10 scenes (other partners were auditing students). It's not known if this is an issue that can be solved as throughout the semester, there are students who have attendance changes, who drop the class, or who get sick. Multiple-person scenes will still be looked into for future classes, but	The previous SLOs stated: "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." Multiple-person scenes were not used.		

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	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.	<p>After students performed their final scene, they were scored by a rubric.</p> <p>? 7% (1 out of 14 students) received a 4 out of 4.</p> <p>? 36% (5 out of 14 students) received a 3 or 3.5</p> <p>? 14% (2 out of 14 students) received a 2.5</p> <p>? 43% (6 out of 14 students) received a 1.5</p> <p>43% received a 3 or higher.</p>	no guarantee they will be used.	<p>The previous SLOs stated: "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."</p> <p>Multiple-person scenes were not used.</p>	
		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.	<p>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.</p> <p>79% of students (11 out of 14) actually submitted the assignment. Of those:</p> <p>? 91% received an "A".</p> <p>? 7% received a "B".</p> <p>100% received a "B" or higher on their assignment (80% received a "B" or higher in the fall of 2015)</p>	This measurement is successful. Most students also made sure to work with their partner so that some of the answers made sense in regards to the scene. No changes recommended at this time.	<p>The previous SLO stated: "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." This was done and clearly, it was successful.</p>	
		SLO #3	Observe and analyze the various components of a theatrical performance, both in and out of class.	<p>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 one helpful suggestion.</p> <p>Sample Comments from Each Student:</p> <p>Student Comments</p> <p>JT ? I felt the emotions [student X] was giving. He seemed really upset.</p> <p>KN ? It felt like a cold reading. He needs to work on his lines more.</p>	The most successful part of this measurement is reading their understanding of the importance of efficient blocking and theatrical stance, projection, and the need for urgency in the scene. Even the less "talented" students showed their grasp. This is a successful measurement and no changes are recommended at this time.	<p>Previous SLO stated: "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."</p>	

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		SLO #3	Observe and analyze the various components of a theatrical performance, both in and out of class.	<p>MJ ? It sounded like she was just reading her lines. Her pitch wasn't changing / showing emotion.</p> <p>LF ? The interaction between the two characters is fantastic. Plenty of give and take.</p> <p>TS ? The anger is very real in this scene and I loved it.</p> <p>FZ ? The backs were to the audience. Maybe position the feet differently.</p> <p>AM ? [Student X] seems really into the scene. [Student Y] reacts well with her words. Her face is a little still.</p> <p>CW ? The two seemed to have been rushing. They seemed nervous."</p> <p>BC ? I like how she portrayed her character. She seemed almost desperate to keep [student X]'s character with her.</p> <p>RS ? The scene with the fight made me think I was there.</p> <p>PC ? They should have probably slowed it down a bit. Everything happened so fast.</p> <p>BS ? The best thing about this scene was the part when they are face to face arguing because you can feel the tension.</p> <p>JY ? My only gripe is about their blocking. Some of it seemed a bit rigid.</p> <p>TM ? I think they could have been louder.</p>	The most successful part of this measurement is reading their understanding of the importance of efficient blocking and theatrical stance, projection, and the need for urgency in the scene. Even the less "talented" students showed their grasp. This is a successful measurement and no changes are recommended at this time.	Previous SLO stated: "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."	
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>? 0% received an A (14% in spring 2016)</p> <p>? 22% (5 out of 23 students)</p>	After speaking with a student unrelated to the class, a discussion ensued regarding how to make the prompt more clear. This evolved in a lot of rethinking, some research, and more clarity for the	The Previous SLOs stated: "Last time the class was taught, a rubric was added to the assignment. It didn't result in more As but there were less Ds or Fs. This time, an example was included along with the rubric but now only a little over a half of students passed the assignment... It's difficult to know if the	

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	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.	received a B or higher - (23% received a B or higher in spring 2016) ? 43% (10 out of 23 students) received a C or higher - (55% received a C or higher in spring 2016) ? 57% (13 out of 23 students) received a D or lower - (45% received a D or higher in spring 2016)	assignment. These changes, including giving a basic answer to the questions but making them figure out why that's the answer specific songs they can use to give their examples, will be made to the assignment. Hopefully, this will result in higher scores.	reason for the sad grades are due to 'springitis.' It's the end of the semester and the last online session. Many students get burnt out. More clarification will be added to the paper." Although more clarification was made to the paper, it didn't result in higher grades and in fact, more students got Ds or Fs on the paper. Although the paper has very detailed instructions, a rubric, and examples, students don't seem to be reading the instructions. It should be noted that the grading is tougher for this paper than other assignments in the class. It's the most difficult paper and requires deep critical thinking.	
		SLO #2	Through objective exam, demonstrate a vocabulary of common theatre terms.	Course final is exclusively on theatre terminology 64% (19 out of 29 students) received an A (21% received a perfect score) 10% (3 out of 29 students) received a B 3% (1 out of 29 students) received a C 76% (22 out of 29 students) received a B or higher 79% (23 out of 29 students) received a passing grade or higher	The number of those passing went up in percentage than the previous semester and the majority of the class received an A on the final. No changes recommended at this time.	No changes were recommended. ? Previous results: o Fall 14: 33% passing o Spring 15: 83% passing o Fall 15: 86% passing o Spring 16: 72% passing o This semester: 79% passing	
	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 a few students who audited so only those enrolled were measured. And of course, only the actors were assessed, not the crew. ? 67% of students received a 4 out of 4 (2 out of 3 students) ? 33% received a 3 (1 out of 3 students) 100% of students received a 3 or higher on the rubric.	This particular production was cast with more of my experienced actors. Although this SLO is for TART 5, many of them have been in other production classes (TART 12 or TART 13). It may make more sense to assess them from one production to another, regardless of whether it's TART 5, 12, or 13 but it will be difficult to figure out where they are in the sequence. It may be attempted the next time.	The last time this class was taught (Fall of 2015), the SLO form stated: ? 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 production had several roles that were non-speaking or had very few lines. That was not the case in this production so students were more easily able to be assessed.	

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	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.	<p>There were a few students who audited so only those enrolled were measured. And of course, only the actors were assessed, not the crew.</p> <p>? 67% of students received a 4 out of 4 (2 out of 3 students)</p> <p>? 33% received a 3 (1 out of 3 students)</p> <p>100% of students received a 3 or higher on the rubric.</p>	<p>This particular production was cast with more of my experienced actors.</p> <p>Although this SLO is for TART 5, many of them have been in other production classes (TART 12 or TART 13). It may make more sense to assess them from one production to another, regardless of whether it's TART 5, 12, or 13 but it will be difficult to figure out where they are in the sequence. It may be attempted the next time.</p>		
		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.	<p>All students had to give 3 hours towards the production in areas of design, tech, publicity, house management, etc. An log 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. (Only those enrolled are being assessed, not those auditing)</p> <p>? 86% of students (6 out of 7) gave their full hours (up from 85% last time and 53% before that).</p> <p>? 14% gave 2 hours out of 5 (1 out of 7 students).</p> <p>? 100% of students gave at least 2/3s of their time.</p>	<p>While not every student gave all 3 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.</p>	No Changes were recommended.	
	WARE 52	SLO #1A (Henderson)	Understand the frameworks of warehousing and logistics and their relationships to supply chain management and components	<p>End enrollment were 13 but only five took the final exam. The five that took final exam did demonstrate show evidence of critical thinking as it applied to rubrics used for the course.</p>	<p>Assign bonus questions with due dates.</p>	<p>Did assign weekly bonus questions. I asked that responses to bonus questions not be posted but sent via email. Requirements for a specific grade is always explicitly shown in syllabus; in addition, students have weekly visibility of where that stand in regards to point. Therefore, weekly bonus questions are voluntary. This class was the first time that bonus questions could be responded to any time up until the last</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	WARE 52	SLO #1A (Henderson)	Understand the frameworks of warehousing and logistics and their relationships to supply chain management and components	End enrollment were 13 but only five took the final exam. The five that took final exam did demonstrate show evidence of critical thinking as it applied to rubrics used for the course.	Assign bonus questions with due dates.	day of class. I did this with hopes students would see where they stand pointwise and take action; Unfortunately this effort did not net any noticeable results. Will continue with voluntary bonus questions but only with due dates	
		SLO #2A (Hedner son)	Develop an understanding, scope, perspective and limitations of the key process areas of warehousing and logistics.	End enrollment were 13 but only five took the final exam. The five that tool final exam did demonstrate show evidence of critical thinking as it applied to rubrics used for the course.	Assign bonus questions with due dates.	Did assign weekly bonus questions. I asked that responses to bonus questions not be posted but sent via email. Requirements for a specific grade is always explicitly shown in syllabus; in addition, students have weekly visibility of where that stand in regards to point. Therefore, weekly bonus questions are voluntary. This class was the first time that bonus questions could be responded to any time up until the last day of class. I did this with hopes students would see where they stand pointwise and take action; Unfortunately this effort did not net any noticeable results. Will continue with voluntary bonus questions but only with due dates	
		SLO #3A (Henderson)	Explore the mechanics of planning, sourcing, globalization, operations and macro trends that will impact the future of warehousing and logistics.	End enrollment were 13 but only five took the final exam. The five that tool final exam did demonstrate show evidence of critical thinking as it applied to rubrics used for the course.	Assign bonus questions with due dates.	Did assign weekly bonus questions. I asked that responses to bonus questions not be posted but sent via email. Requirements for a specific grade is always explicitly shown in syllabus; in addition, students have weekly visibility of where that stand in regards to point. Therefore, weekly bonus questions are voluntary. This class was the first time that bonus questions could be responded to any time up until the last day of class. I did this with hopes students would see where they stand pointwise and take action; Unfortunately, this effort did not net any noticeable results. Will continue with voluntary bonus questions but only with due dates	
	WARE 55	SLO #1 (Hender)	Students will be able to show openness to a larger scope,	This was a small class which impacted data collection and analysis.	None at this time.		

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	WARE 55	son)	interest in challenges of ambiguity and reflection as it relates to special projects and process improvements in supply chain management.	This was a small class which impacted data collection and analysis.	None at this time.		
		SLO #2 (Hender son)	Have the ability to identify most key facts and organize their relationships to connect plausible theories to issues within a wider context as they relate to negotiations, bids, contracts and mutual benefits to enhance the supply chain nationally and internationally.	This was a very small class which impacted data collection and analysis.	None at this time.		
		SLO #3 (Hender son)	Students will be able to independently frame questions and information searches and identify facts and theories to provide input to specific inventory management, material management, forecasting and demand issues for possible solutions.	This was a very small class which impacted data collection and analysis.	None at this time.		
	WARE 61	SLO #1	Ability to analyze purpose and value of the basic functions project management, outline, explain and produce a project roadmap.	End enrollment were 12 and only three took final exam which I have no explanation. The final was two parts. Part II was posted a week prior. It was encouraged Part II to be done as a team and I would address and assist with any questions. None took Part II and Part I was open book. Only one student got a passing grade. It appears student grossly under estimated work required for this class. This was the first time experiencing such since teaching this class for approximately 10 years.	None indicated.		Did assign weekly bonus questions. I asked that responses to bonus questions not be posted but sent via email. Requirements for a specific grade is always explicitly shown in syllabus; in addition, students have weekly visibility of where that stand in regards to point. Therefore, weekly bonus questions are voluntary. This class was the first time that bonus questions could be responded to any time up until the last day of class. However, this perk was not a motivator. I did this with hopes students would see where they stand pointwise and take action; Unfortunately, this effort did not net any noticeable results. Will continue with voluntary bonus questions but only with due dates
		SLO #2	Generate an acceptable	End enrollment were 12 and only three	Assign bonus questions		Did assign weekly bonus questions. I

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	overview of a project scope and determine boundaries for development of project deliverables.	took final exam which I have no explanation. The final was two parts. Part II was posted a week prior. It was encouraged Part II to be done as a team and I would address and assist with any questions. None took Part II and Part I was open book. Only one student got a passing grade. It appears student grossly under estimated work required for this class. This was the first time experiencing such since teaching this class for approximately 10 years.	with due dates.	asked that responses to bonus questions not be posted but sent via email. Requirements for a specific grade is always explicitly shown in syllabus; in addition, students have weekly visibility of where that stand in regards to point. Therefore, weekly bonus questions are voluntary. This class was the first time that bonus questions could be responded to any time up until the last day of class. However, this perk was not a motivator. I did this with hopes students would see where they stand pointwise and take action; Unfortunately, this effort did not net any noticeable results. Will continue with voluntary bonus questions but only with due dates	
		SLO #3	Assemble a project charter, schedule, closeout reports, development of timelines milestones and understand the value of meaningful collaboration.	End enrollment were 12 and only three took final exam which I have no explanation. The final was two parts. Part II was posted a week prior. It was encouraged Part II to be done as a team and I would address and assist with any questions. None took Part II and Part I was open book. Only one student got a passing grade. It appears student grossly under estimated work required for this class. This was the first time experiencing such since teaching this class for approximately 10 years	Assign bonus questions with due dates.	Did assign weekly bonus questions. I asked that responses to bonus questions not be posted but sent via email. Requirements for a specific grade is always explicitly shown in syllabus; in addition, students have weekly visibility of where that stand in regards to point. Therefore, weekly bonus questions are voluntary. This class was the first time that bonus questions could be responded to any time up until the last day of class. However, this perk was not a motivator. I did this with hopes students would see where they stand pointwise and take action; Unfortunately, this effort did not net any noticeable results. Will continue with voluntary bonus questions but only with due dates	
	WELD 50	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding.	4 of 4 successfully completed the required course work with a grade of "C" or higher, 1 student signed up but did not show up, 4 of 4 or 100% retention rate was achieved. This is a combined class with over 30 students	This is my fourth semester teaching Weld 50 with a retention rate of 100% for Fall of 2016, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and	This was my fourth semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information and hands on.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	WELD 50	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding.	4 of 4 successfully completed the required course work with a grade of "C" or higher, 1 student signed up but did not show up, 4 of 4 or 100% retention rate was achieved. This is a combined class with over 30 students	strive to meet advisory recommendations for the welding program. However we are limited in expansion due to facility short comings in electrical power.	This was my fourth semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information and hands on.	
				4 out of 6 students completed the required course work with a grade of "C" or higher. One student dropped the class.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				6 out of 7 students completed the required course work with a grade of "C" or higher, One student was dropped	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
		SLO #2	Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.	4 of 4 successfully completed the required course work with a grade of "C" or higher, 1 student signed up but did not show up, 4 of 4 or 100% retention rate was achieved. This is a combined class with over 30 students	This is my fourth semester teaching Weld 50 with a retention rate of 100% for Fall of 2016, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to meet advisory recommendations for the welding program. However we are limited in expansion due to facility short comings in electrical power.	This was my fourth semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information and hands on.	
				4 out of 6 students completed the required course work with a grade of "C" or higher, One student dropped the class	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion	

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					to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				6 out of 7 students completed the required course work with a grade of "C" or higher,	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
	SLO #3		Student will produce sound oxyacetylene welds.	4 of 4 successfully completed the required course work with a grade of "C" or higher, 1 student signed up but did not show up, 4 of 4 or 100% retention rate was achieved. This is a combined class with over 30 students	This is my fourth semester teaching Weld 50 with a retention rate of 100% for Fall of 2016, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to meet advisory recommendations for the welding program. However we are limited in expansion due to facility short comings in electrical power.	This was my fourth semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information and hands on.	
				4 out of 6 students completed the required course work with a grade of "C" or higher, One student dropped the class	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				6 out of 7 students completed the required course work with a grade of "C" or higher,	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing	

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				6 out of 7 students completed the required course work with a grade of "C" or higher,	Expanding and increased utilization of the welding bay needs to be explored.	with technical issues and digital competency with students.	
	WELD 51	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal arc welding.	2 of 2 successfully completed the required course work with a grade of "C" or higher. Two more students had to be dropped for lack of attendance.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				6 of 6 successfully completed the required course work with a grade of "C" or higher, 2 additional students signed up but did not show up. 6 of 6 gave a retention rate of 100%. This is a combined class with over 30 students	This is my fourth semester teaching Weld 51 with a retention rate of 100%, 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. However we are limited in growth due to facility electrical issues.	This was my fourth semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information and hands on.	
				9 of 9 successfully completed the required course work with a grade of "C" or higher. One student dropped	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				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%. 10 students began the semester and 10 students successfully completed the course with a C or better for 100% retention.	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	2 of 2 successfully completed the required course work with a grade of "C" or higher. Two more students had to be dropped for lack of attendance.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				6 of 6 successfully completed the required course work with a grade of "C" or higher, 2 additional students signed up but did not show up. 6 of 6 gave a retention rate of 100%. This is a combined class with over 30 students	This is my fourth semester teaching Weld 51 with a retention rate of 100%, 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. However we are limited in growth due to facility electrical issues.	This was my fourth semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information and hands on.	
				9 of 9 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				Students were able to perform operations properly during class while working welding project demonstrations for grading. 10 students began the semester and 10 students successfully completed the course with a C or better for 100% retention.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	Use of Lincoln Vertex simulator to help students visualize welds under controlled conditions.	
		SLO #3	Student will produce sound shielded metal arc welds in the flat position.	2 of 2 successfully completed the required course work with a grade of "C" or higher. Two more students had to be dropped for lack of attendance.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Student will produce sound shielded metal arc welds in the flat position.	2 of 2 successfully completed the required course work with a grade of "C" or higher. Two more students had to be dropped for lack of attendance.	Expanding and increased utilization of the welding bay needs to be explored.	with technical issues and digital competency with students.	
				6 of 6 successfully completed the required course work with a grade of "C" or higher, 2 additional students signed up but did not show up. 6 of 6 gave a retention rate of 100%. This is a combined class with over 30 students	This is my fourth semester teaching Weld 51 with a retention rate of 100%, 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. However we are limited in growth due to facility electrical issues.	This was my fourth semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information and hands on.	
				9 of 9 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				Students were successfully able to complete the course. Students are successful when they are in class 10 students began the semester and 10 students successfully completed the course with a C or better for 100% retention.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	New equipment introduced in the classroom for more up to date learning experiences.	
	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.	2 of 2 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				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%. A total of 5 students started and successfully completed the courses with a C or better for a 100% retention.	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 at this time	
				The class retention rate was 100% achieved. This class is a combined class with over 30 students	This was my fourth 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. The lack of electrical power has kept the program from expanding.	This was my fourth semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information and hands on.	
		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 advanced welding project demonstrations for grading. A total of 5 students started and successfully completed the courses with a C or better for a 100% retention	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	New equipment introduced in the classroom for more up to date learning experiences.	
				2 of 2 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students One military student dropped the class because he was assigned an out of state duty.	This was my fourth 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	This was my fourth semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information and hands on.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				2 of 2 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students One military student dropped the class because he was assigned an out of state duty.	welding program. The lack of electrical power has kept the program from expanding.	This was my fourth semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information and hands on.	
				2 of 2 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
		SLO #3	Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions.	2 of 2 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students One military student dropped the class because he was assigned an out of state duty.	This was my fourth 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. The lack of electrical power has kept the program from expanding.	This was my fourth semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information and hands on.	
				2 of 2 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				Students were successfully able to	Hands on welding is	New equipment introduced in the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				complete the course. Class performance thru attendance and participation are needed for successful completion of course. A total of 5 students started and successfully completed the courses with a C or better for a 100% retention	necessary for learning to weld, students need to be in class to weld.	classroom for more up to date learning experiences.	
	WELD 53	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing shielded metal arc welding operations.	3 of 3 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 53 with a retention rate of 100%, 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. The shortage of electrical power has created issues for expansion of the program.	This was my fourth semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final along with more hands on.	
				3 of 3 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				At outset 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%. 4 students started and successfully completed course with a C or better for 100% retention.	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 #1 (Bartholow & Packer)	Students will exercise the safety precautions necessary to avoid injury to self or property when performing soldering, brazing and braze welding	3 of 3 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing	

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		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	3 of 3 successfully completed the required course work with a grade of "C" or higher.	Expanding and increased utilization of the welding bay needs to be explored.	with technical issues and digital competency with students.	
		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. 4 students started and successfully completed course with a C or better for 100% retention.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	New equipment introduced in the classroom for more up to date learning experiences	
				3 of 3 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 53 with a retention rate of 100%, 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. The shortage of electrical power has created issues for expansion of the program.	This was my fourth semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final along with more hands on.	
				3 of 3 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
		SLO #2A	Student will be capable of properly setting up, adjusting, operating and shutting down oxy/fuel equipment.	3 of 3 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	

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		SLO #2A	Student will be capable of properly setting up, adjusting, operating and shutting down oxy/fuel equipment.	3 of 3 successfully completed the required course work with a grade of "C" or higher.	bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
		SLO #3	Student will produce sound shielded metal arc welded joints.	Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. 4 students started and successfully completed course with a C or better for 100% retention.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	New equipment introduced in the classroom for more up to date learning experiences	
		SLO #3A	Student will produce sound soldered, brazed, or braze welded joints.	3 of 3 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 53 with a retention rate of 100%, 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. The shortage of electrical power has created issues for expansion of the program.	This was my fourth semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final along with more hands on.	
				3 of 3 successfully completed the required course work with a grade of "C" or higher.	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
	WELD 54	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas metal arc welding	0 of 1 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added	

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	WELD 54	SLO #1	operations.	0 of 1 successfully completed the required course work with a grade of "C" or higher	time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	additional overhead has far as dealing with technical issues and digital competency with students.	
				2 of 2 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				5 of 5 successfully completed the required course work with a grade of "C" or higher, 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 54 with a retention rate of 100%, 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 fourth semester teaching Weld 54, I added more lecture and quiz's to the course. The final was revised to add more advanced technical information and hands on demonstration.	
				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%. At outset 5 students were enrolled and all 5 successfully completed course with a C or better.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.	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.	0 of 1 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				2 of 2 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will	I added more digital and interactive resources. All assignments, except	

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				2 of 2 successfully completed the required course work with a grade of "C" or higher	advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				5 of 5 successfully completed the required course work with a grade of "C" or higher, 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 54 with a retention rate of 100%, 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 fourth semester teaching Weld 54, I added more lecture and quiz's to the course. The final was revised to add more advanced technical information and hands on demonstration.	
				Students were able to perform operations properly during class while working welding project demonstrations for grading. %. At outset 5 students were enrolled and all 5 successfully completed course with a C or better.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	Additional use of Lincoln Vortex 360 welding simulator.	
	SLO #3		Student will produce sound gas metal arc welded joints.	0 of 1 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				2 of 2 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				5 of 5 successfully completed the required course work with a grade of "C" or higher,	This was my fourth semester teaching Weld 54	This was my fourth semester teaching Weld 54, I added more lecture and quiz'	

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				100% retention rate was achieved. This course is a combined class with over 30 students.	with a retention rate of 100%, 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.	s to the course. The final was revised to add more advanced technical information and hands on demonstration.	
				Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. %. At outset 5 students were enrolled and all 5 successfully completed course with a C or better.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	New equipment introduced in the classroom for more up to date learning experiences	
	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.	3 of 3 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				4 of 5 successfully completed the required course work with a grade of "C" or higher, An 80% retention rate was achieved. This course is a combined class with over 30 students. 1 student was dropped by the instructor for excessive absenteeism.	This was my fourth semester teaching Weld 55 with a retention rate of 80%, 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 fourth semester teaching Weld 55, I added more lecture and quiz's to the course along with more hands on for the final.	
				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%. 8	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				students began and successfully completed the course with a C or better for a 100% retention rate.	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.	3 of 3 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				4 of 5 successfully completed the required course work with a grade of "C" or higher, An 80% retention rate was achieved. This course is a combined class with over 30 students. 1 student was dropped by the instructor for excessive absenteeism.	This was my fourth semester teaching Weld 55 with a retention rate of 80%, 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 fourth semester teaching Weld 55, I added more lecture and quiz's to the course along with more hands on for the final.	
				Students were able to perform operations properly during class while working welding project demonstrations for grading. 8 students began and successfully completed the course with a C or better for a 100% retention rate.	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.	3 of 3 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	

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				4 of 5 successfully completed the required course work with a grade of "C" or higher, An 80% retention rate was achieved. This course is a combined class with over 30 students. 1 student was dropped by the instructor for excessive absenteeism.	This was my fourth semester teaching Weld 55 with a retention rate of 80%, 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 fourth semester teaching Weld 55, I added more lecture and quiz's to the course along with more hands on for the final.	
				Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. 8 students began and successfully completed the course with a C or better for a 100% retention rate.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	New equipment introduced in the classroom for more up to date learning experiences	
	WELD 56	SLO #1	Student is able to read and interpret the lines, symbols, and standards found on metals trade blueprints.	At the beginning of class 17 students were enrolled, 1 was a no show, and 2 had to drop in the first two weeks for work related and personal issues. The 14 remaining students successfully completed the course with a C or better grade.	Additional visual aides may help to reinforce the ideas and details more clearly. Power points are presently used for some presentations	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.	
		SLO #2	Student is able to produce a three view drawing of an existing object.	At the beginning of class 17 students were enrolled, 1 was a no show, and 2 had to drop in the first two weeks for work related and personal issues. The 14 remaining students successfully completed the course with a C or better grade.	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.	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.	
		SLO #3	Student can identify the fabrication processes necessary to build an item from a three view metals trade blueprint	At the beginning of class 17 students were enrolled, 1 was a no show, and 2 had to drop in the first two weeks for work related and personal issues. The 14 remaining students successfully completed the course with a C or better grade.	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..	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.	
	WELD	SLO #1	Inspect and perform repair	1 of 1 successfully completed the required	If stacked classes continue	I added more digital and interactive	

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	57	SLO #1	welding processes on existing welded items.	course work with a grade of "C" or higher	to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				3 of 3 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 57 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 fourth semester teaching Weld 57, I added more lecture and quiz's to the course. I added more advanced technical subjects and more hands on to final.	
				Students demonstrated knowledge and use of various welding processes. 3 students were enrolled and successfully completed the course with a C or better 100% retention.	Using all of the welding processes available students are clearly able to show understanding of what they have learned.	New equipment introduced in the classroom for more up to date learning experiences	
		SLO #2	Students will fabricate complex and useful welded projects from blueprints.	3 of 3 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 57 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 fourth semester teaching Weld 57, I added more lecture and quiz's to the course. I added more advanced technical subjects and more hands on to final.	
				Students show ability to apply blueprint reading understanding and welding processes to practical experience. 3 students were enrolled and successfully	Students are encouraged to bring in their own projects to construct as well as class projects that	New equipment introduced in the classroom for more up to date learning experiences	

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				completed the course with a C or better 100% retention.	may be assigned.	New equipment introduced in the classroom for more up to date learning experiences	
		SLO #3	Students will produce sound welds utilizing many various welding processes.	1 of 1 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				3 of 3 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my fourth semester teaching Weld 57 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 fourth semester teaching Weld 57, I added more lecture and quiz's to the course. I added more advanced technical subjects and more hands on to final.	
				3 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.	New equipment introduced in the classroom for more up to date learning experiences	