

# Assessment Results/Spring 2014

All Disciplines

| Reporting Period           | ID         | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
|----------------------------|------------|--------|--|---|--|-----------|--------------------------|
| 2013-2014<br>(Spring 2014) | ACCT<br>1A | SLO #1 | Identify the components of posting transactions, the adjusting process and completing the accounting cycle.  | SLO Written Assignment, average score is A (Excludes non-submitted papers). Two students, who lost points on the particular assignment (score of B), submitted incomplete papers (section concerning the four basic types of adjusting entries). Out of 46 students, two of the three students who failed the course did not submit the SLO written assignment. One student, who did not complete the course, submitted the SLO written assignment with a score of A. | The above data indicates this particular assignment sufficiently addresses the SLO#1, which leads to mastering the understanding of identifying the components of posting, adjusting, and completing the accounting cycle. However, since two students skipped the adjusting entries information within their papers and reviewing the lecture notes for the course, this particular concept will be covered more in-depth within the lecture notes for Week 3, where adjusting entries are covered. |           |                          |
|                            |            |        |  | The data collected was based upon examinations and discussion questions. The average success rate was 78.4%. This is direct assessment data.  | The average direct assessment score was in the C range. This suggests that the students have a good understanding the subject matter. There are no immediate changes to be made.   |           |                          |
|                            |            | SLO #2 | Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies. | SSLO Written Assignment, average score is A (Excludes non-submitted papers). Three students, who lost points on this particular assignment (scores: B, B, and D), submitted incomplete papers (section concerning inventory and internal control). Inventory and internal controls are extensively covered in the lecture notes, textbook, discussion forum and video resources. Out of 46 students, the two of the three students who failed the                     | The above data indicates this particular assignment sufficiently addresses the SLO#2, which leads to mastering the understanding of Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible   |           |                          |

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|------------------|---------|--------|--|---|--|-----------|--------------------------|
|                  |         | SLO #2 | Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies. | course did not submit the SLO written assignment. One student, who did not complete the course, submitted the SLO written assignment with a score of A.   | assets, current liabilities and accounting for merchandise companies. However, since three students submitted incomplete sections of their paper, which directly assesses SLO#2, more accounting videos will be added to the course concerning internal controls and inventory.      |           |                          |
|                  |         |        |  | The data collected was based upon examinations and discussion questions. The average success rate was 86.7%. This is direct assessment data.  | The average direct assessment score was in the B range. This suggests that the students have a good understanding the subject matter. There are no immediate changes to be made.   |           |                          |
|                  |         | SLO #3 | Analyze complex accounting problems to determine the proper component and method to use to solve the problem.  | The data collected was based upon a mid-term and final examination. The average success rate was 73.2%. This is direct assessment data.   | The average direct assessment score was in the C range. This suggests that the students have a good understanding the subject matter. However, since the average score is in the C range I will be providing more instruction in managerial accounting techniques in future courses. |           |                          |
|                  |         |        |  | The pass rate for questions 13-21 (of the 39 students submitting the quiz) was 77.78%. Two students submitting this exam later withdrew from the course (Student 1 pass rate was 55% of the identified problems, Student 2 pass rate was 66% of the identified problems). Students struggle in week 4, with the complex problems. | The pass rate for these problems is acceptable, however, could be higher. More video tutorials and examples will be posted in the course showing how to complete the problems associated with this particular assignment.  |           |                          |
|                  | ACCT 1B | SLO #1 | Identify the components of Corporations (organization, income, taxes, stockholders' equity, dividends, capital   | For this SLO, students demonstrate understanding of the components of Corporations through a written SLO assignment, which specifically addresses   | No changes need to be made to the course for this particular SLO written assignment.   |           |                          |

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|                  | ACCT 1B  | SLO #1 | stock transactions, investment in stocks, bonds and financial statement analysis).   | this topic/SLO#1. The average score is A+ (Excludes 11 non-submitted papers).   | The above data indicates this particular assignment sufficiently addresses the SLO#1, which leads to mastering the identification of the different components of Corporations. Student not submitting the SLO written assignments received multiple reminders.   |   |                          |
|                  |          | 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+ (Excludes 11 non-submitted papers).  | TNo changes need to be made to the course for this particular SLO written assignment.<br><br>The above data indicates this particular assignment sufficiently addresses the SLO#2, which leads to mastering the identification of the various accounting techniques. Student not submitting the SLO written assignments received multiple reminders. |   |                          |
|                  |          | SLO #3 | Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.   | Measureable data for this SLO is taken from Week 2 Quiz, questions 20-29, which relate to solving complex accounting problems from the textbook.<br><br>The pass rate for the accounting problems/questions 20-29 was 74%. 37 students completed the quiz. Of the 37 students, 2 students later dropped the course (their performance on the quiz was unacceptable, with a 45% pass rate on questions 20-29). | The pass rate for these problems is acceptable, however, could be higher. More video tutorials and examples will be posted in the course and lecture notes demonstrating how to complete the problems associated with this particular assignment/complex accounting problems.  |   |                          |
|                  | ACSK 150 | SLO #1 | Student will group related ideas and eliminate nonessential items in pre-writing strategies to maintain a consistent focus in the  | Students practiced this skill through the use of semantic maps and graphic organizers daily.  | Grammar topics were selected based upon the student need as indicated by their daily paragraphs. Students need additional  | The instructor had not taught this class previously, but would continue to use high interest writing topics that are centered on student interests. |                          |

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|                  | ACSK 150 | SLO #1 | development of a written paragraph.   | Students practiced this skill through the use of semantic maps and graphic organizers daily.                                   | supports to encourage more sophisticated sentence structures.  | The instructor had not taught this class previously, but would continue to use high interest writing topics that are centered on student interests.             |                          |
|                  |          | SLO #2 | Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence. | Topics that were submitted by the students produced higher level writing skills.   | I would use publishers' tests to establish a baseline as to which specific grammar rules need to be taught.  | The use of a publisher's test does not accurately measure students' abilities to apply grammar rules.   |                          |
|                  |          | SLO #3 | Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.          | Students quickly discovered that skipping the writing process led to sentence fragments and an increase in grammatical issues. | Many students who require ACSK writing skills had the false belief that they could approach the writing process the same way they would take a multiple choice test; pick one set of words and then they are done. Avoiding the use of multiple choice grammar practices and using open-ended practices followed by writing application exercises increases student mastery levels.  | This was the first time teaching this course, and I would continue this practice as many students did learn that writing is a process, not a one-step activity. |                          |
|                  | ACSK 153 | SLO #1 | Students will estimate and compute the sum or difference of whole numbers and positive decimals to two places.            | 48% of students scored 80% or better on their first attempt. 71% of students scored 80% or better on their second attempt.     | I need to prepare students more fully before giving quizzes. I will encourage students to work together in small groups to complete word problems so they can learn from each other. I will provide review and practice quizzes on the board and via paper/pencil and use white boards to receive answers from all students at once which will provide me with immediate feedback for the group as a whole and individually. |   |                          |
|                  |          |        |   | Students who were motivated to master this SLO were successful and learned the   | The use of Khan Academy provided non disputable  | Students were able to work at their own mastery levels. Many students exceeded  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|---|--------------------------|
|                  |    |        |   | missing sub skills needed for mastery.   | data regarding student participation levels. I would assign tasks for the students to master in class and continue to encourage the students to go beyond the SLO so they can enter the transferable math classes sooner.  | the SLO for this course.  |                          |
|                  |    | SLO #2 | Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems.                  | 64% of students scored 80% or better on first attempt. 88% of students scored 80% or better on second attempt.   | I will provide practice quizzes as a group, on the board and solved together, and via paper and pencil. Thus, when students are on their own they will have experienced the format and had sufficient practice to be more successful on their first attempt.                                     |   |                          |
|                  |    |        |   | Many students who had difficulty with this concept entered the program with a negative mind set regarding their own math levels. Providing students with math vocabulary mastery demystifies mathematical concepts.                            | I will spend more time explaining the use of Khan Academy, and show students how to use the program more effectively. I will also show them how the data is collected and how it objectively collects student data, thus making the students accountable for their own learning.                 | I increased the use of the online program as that can accommodate the scheduling needs of adult learners. |                          |
|                  |    | SLO #3 | Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of whole numbers. | As students complete word problems for addition, subtraction, multiplication, and division they had to complete problems with and without relevant information. Students averaged 76% accuracy on their first attempt to solve these problems. | I will continue to provide mixed problems to students, both computational and word problems, with and without relevant information. For students who struggle, I will teach them how to use a highlighter to pull out what is important in the word problem before beginning their computations. |   |                          |
|                  |    |        |   | Many of the students do not want to read   | Providing immediate  | Having students create pictures of what   |                          |

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|                  |          |        |   | the data analytically; they prefer to complete the assignment quickly. Others did not have math vocabulary.  | feedback helps to reduce student misreading of a real life problem. I would create more personally relevant real world problems to increase student mastery.  | the word problem represented, helped some of the students master this SLO.   |                          |
|                  | ACSK 154 | SLO #1 | Students will estimate percents given fractions and evaluate the reasonableness of their educated guess   | For some of the students, this was the first time they made the connection between fractions and percent's. For other students, this was a past learned skill that they had forgotten.                     | Some students benefited from the online practice, others found videos beneficial, and the remainder requested individual remediation. This indicates that one must use multiple methodologies.  | I used online examples and online videos to supplement my explanations.  |                          |
|                  |          | SLO #2 | Students will formulate a plan to create algorithmic representations from real world life word problems.  | Students preferred to be given the algorithmic representation, rather than performing the analysis required to create the algorithm.   | I will need to make the process of creating algorithms more entertaining. Perhaps using the polleverywhere.com site will make this process less painful and more inviting.  | I used some supplemental materials which the students appeared to enjoy. The students became so comfortable with converting fractions, to decimals, to percents, that they resisted going the next step and solving a real life problem using real world problems. |                          |
|                  |          | SLO #3 | Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of fractions. | Students initially needed practice with creating the formulas to solve real life word problems. They appeared to benefit when they were given examples of how they use percentages when they are shopping. | Students expressed a strong dislike for completing word problems, they preferred to do fraction and percent conversion exercises. Students need to understand that the word problems are a skill that is not only needed for a math class, but one that is used in real life. | I would begin the lesson using more real world examples to provide an 'anticipatory set' to increase student motivational levels by showing how fractions and percent's are used in daily life.  |                          |
|                  | ACSK 155 | SLO #1 | Students will create algorithmic representations of ratios and proportions based on real-world word problems.   | There was only one student in this level, so all instruction revolved around that student's learning needs.  | The luxury of a complete analysis of a student provides instruction that is specifically tailored to meet that student's learning needs thus creating student success. Applying this analysis to a larger group will be   | I found new supplemental practice materials which this one student reported were helpful in making this SLO easy to comprehend.  |                          |

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|                  | ACSK 155 | SLO #1 | Students will create algorithmic representations of ratios and proportions based on real-world word problems.  | There was only one student in this level, so all instruction revolved around that student's learning needs.   | challenging, yet beneficial.  | I found new supplemental practice materials which this one student reported were helpful in making this SLO easy to comprehend.   |                          |
|                  |          | SLO #2 | Students will analyze data displays and explain how the information can be reported as either fractions, decimals or percents.                                       | Once this student felt comfortable with performing the analysis, she was able to master this SLO independently.   | Finding multiple examples of the same math concepts helped this student complete math tasks with minimal instructor supports.   | After modeling the procedure, I asked the student to speak aloud and explain her rationale while performing mathematical analysis. This appeared to help the student become more mathematically proficient. |                          |
|                  |          | SLO #3 | Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving operations of decimals and percents.      | Once this one student realized that she would be using this skill in her future medical career, her motivation rose as did her competency levels.               | I need to relate the math skills to real life situations to increase student motivational levels.   | Providing a rationale for learning that goes beyond passing this one math class was the key that helped this student succeed.   |                          |
|                  | ACSK 156 | SLO #1 | Students will read narrative text aloud with at their instructional reading level with fluency and accuracy and with appropriate pacing, intonation, and expression. | Students' weekly fluency levels were recorded and charted. Students were responsible for selecting their own reading materials to practice their fluency rates. | Most students in this reading class are reluctant readers. I will set a date 2 weeks away from the fluency assessment date as the time the students commit to a reading selection. Once students make the commitment to a reading selection, their fluency rates do increase. By setting a date 2 weeks in the future, it may lead to an increase in the time student practice reading outside class. | Having students select their own reading material increased student rate of practicing of reading.  |                          |
|                  |          | SLO #2 | Students will demonstrate vocabulary strategies for literal comprehension at students' independent reading level.  | Teaching the meaning of frequently used Latin and Greek roots did improve student vocabulary levels.  | Perhaps using Polleverywhere.com and student cell phones might increase student retention levels as this instructor found that activity fun.  | I improved the PowerPoint presentation by using more pictures to make the material more visually interesting.   |                          |
|                  |          | SLO #3 | Students will synthesize vocabulary understanding in new and different learning situations based on their  | Those students who actively participated in writing sentences containing newly taught Greek and Latin root words, dramatically improved their vocabulary        | Creating a more entertaining method of practicing using newly taught words such as  | I had students create their own sentences using newly taught vocabulary.  |                          |

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|                  |         | SLO #3 | individual instructional reading levels.   | levels.  | Polleverywhere.com may increase student levels of participation.   | I had students create their own sentences using newly taught vocabulary.  |                          |
|                  | ADJU 1  | SLO #1 | Analyze basic concepts of the American justice system and evaluate the impact of cultural awareness on the American criminal justice system in the United States and abroad.                             | Students completed an essay assignment that addressed this SLO and more than 70% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 70% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. |   |                          |
|                  |         | 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 corrections, | Students completed an essay assignment that addressed this SLO and more than 70% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 70% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. |   |                          |
|                  |         | SLO #3 | Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.   | Students completed an essay assignment that addressed this SLO and more than 70% of the class addressed the questions satisfactorily. Additionally, the students addressed discussion board questions relating to this student learning outcome and also final exam questions that were directly linked back to this SLO. More than 70% of the course addressed questions relating to this SLO satisfactorily both in the discussion board area, as well as on the final exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. |   |                          |
|                  | ADJU 17 | SLO #1 | Identify those counseling techniques that are most effective in an interview.  | More than 81% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 81.8% or 19 out of 22 students successfully passed the final exam with a  | Based on the above information it does not appear that any changes are necessary with regard to the final exam as an   | Although no changes were recommended we had to go with a different text and so the final exam (assessment tool) was modified to fit the new material within the course. |                          |



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|------------------|---------|--------|---|--|---|---|--------------------------|
|                  | ADJU 17 | SLO #1 | Identify those counseling techniques that are most effective in an interview.   | 70% or higher. Four students earned between a 56% and 68%. 9 students did not take the exam.   | assessment tool. However, an examination of the number of students that failed to take the exam would indicate that the majority of these students quit participating several weeks before the end of the term. These students will be withdrawn from the course in future terms if they have not participated in 2 consecutive weeks.  | However, the results appear to be equal to and/or better than the Spring 2013 term.   |                          |
|                  |         | SLO #2 | Demonstrate an understanding of the philosophies, theories, and goals of various counseling and treatment modalities. | More than 81% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 81.8% or 19 out of 22 students successfully passed the final exam with a 70% or higher. Four students earned between a 56% and 68%. 9 students did not take the exam. | Based on the above information it does not appear that any changes are necessary with regard to the final exam as an assessment tool. However, an examination of the number of students that failed to take the exam would indicate that the majority of these students quit participating several weeks before the end of the term. These students will be withdrawn from the course in future terms if they have not participated in 2 consecutive weeks. | Although no changes were recommended we had to go with a different text and so the final exam (assessment tool) was modified to fit the new material within the course. However, the results appear to be equal to and/or better than the Spring 2013 term. |                          |
|                  |         | SLO #3 | Identify techniques and theories used in confidence building by correctional staff during interviews and counseling.  | More than 81% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 81.8% or 19 out of 22 students successfully passed the final exam with a 70% or higher. Four students earned between a 56% and 68%. 9 students did not take the exam. | Based on the above information it does not appear that any changes are necessary with regard to the final exam as an assessment tool. However, an examination of the number of students that failed to take the exam would indicate that the majority of these students quit participating several weeks before the end of the term. These students   | Although no changes were recommended we had to go with a different text and so the final exam (assessment tool) was modified to fit the new material within the course. However, the results appear to be equal to and/or better than the Spring 2013 term. |                          |

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|                  |        | SLO #3 | Identify techniques and theories used in confidence building by correctional staff during interviews and counseling.  | More than 81% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 81.8% or 19 out of 22 students successfully passed the final exam with a 70% or higher. Four students earned between a 56% and 68%. 9 students did not take the exam.                             | will be withdrawn from the course in future terms if they have not participated in 2 consecutive weeks.  | Although no changes were recommended we had to go with a different text and so the final exam (assessment tool) was modified to fit the new material within the course. However, the results appear to be equal to and/or better than the Spring 2013 term. |                          |
|                  | ADJU 2 | SLO #1 | Analyze the procedures involved in the United States justice system from arrest to release.   | 9 students demonstrated an acceptable to superior understanding of the material related to this SLO. 1 student demonstrated a minimal grasp of the material. (1 student scored 93%, while 3 students scored 83% - 87%, and 4 scored 70%-77%)   |  |   |                          |
|                  |        |        |   | More than 70% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 71% or 20 out of 28 students successfully passed the final exam with a 70% or higher. Three students earned between a 64% and 69%. No students failed the exam. 5 students did not take the exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. |   |                          |
|                  |        | 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. | 9 students demonstrated an acceptable to superior understanding of the material related to this SLO. 1 student demonstrated a minimal grasp of the material. ( 1 student scored 93%, while 3 students scored 83% - 87%, and 4 scored 70%-77%)  | No changes This data suggest that for most students this process should continue without change.   |   |                          |
|                  |        |        |   | More than 71% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 70% or 20 out of 28 students successfully passed the final exam with a 70% or higher. Three students earned between a 64% and 69%. No students failed the exam. 5 students did not take the exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. |   |                          |
|                  |        | SLO #3 | Determine various legal rules of procedure from arrest to release to include the courtroom and proper court   | 9 students demonstrated an acceptable to superior understanding of the material related to this SLO. 1 student demonstrated a minimal grasp of the   | This data suggest that for most students this process should continue without change.  | The material for this course consists of various rules related to a multitude of topics concerning courtroom procedures and cannot be easily incorporated into a  |                          |

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|                  |        | SLO #3 | room procedure.   | material. (1 student scored 93%, while 3 students scored 83% - 87%, and 4 scored 70%-77%)  | This data suggest that for most students this process should continue without change.  | single presentation. Standardized testing is the best form of evaluation for this SLO and no changes have been made.   |                          |
|                  |        |        |   | More than 71% of the students in the course addressed questions relating to this SLO satisfactorily on the final exam. 70% or 20 out of 28 students successfully passed the final exam with a 70% or higher. Three students earned between a 64% and 69%. No students failed the exam. 5 students did not take the exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. |  |                          |
|                  | 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. | 13 students demonstrated an acceptable to superior understanding of the material related to this SLO. Student success rate for this SLO was 84% - 100%   | This data suggest that for most students this process should continue without change.  |  |                          |
|                  |        | SLO #2 | Differentiate between public relations and community relations.   | Students were able to appropriately differentiate topics related to this SLO. Students demonstrated retention of information to instructor's satisfaction.   | This data suggest that for most students this process should continue without change.  | This written assignment was new assignment this semester.  |                          |
|                  |        | SLO #3 | Evaluate psychological factors affecting police-community relations and examine proper communication skills in police/community interaction.  | 11 students demonstrated acceptable to superior mastery of this SLO material. 75% - 90% retention.   | No changes This data suggest that for most students this process should continue without change.   |  |                          |
|                  | ADJU 7 | SLO #1 | Determine basic scientific methods used in a criminal investigation and discuss the basic concepts of performing a criminal investigation   | More than 70% of the course addressed questions relating to this SLO satisfactorily on the final exam. 74% or 34 out of 46 out of 28 students successfully passed the final exam with a 70% or higher. Eight students earned between a 50% and 66%. 4 students did not take the final exam.                              | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. | No changes were recommended from the previous assessment. However, discussion questions were included to ensure that they were linked directly back to the SLOs, just as the exam questions are. |                          |
|                  |        | SLO #2 | Differentiate between specialized terms associated with a criminal investigation.   | More than 70% of the course addressed questions relating to this SLO satisfactorily on the final exam. 74% or 34 out of 46 out of 28 students successfully passed the  | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes  | No changes were recommended from the previous assessment. However, discussion questions were included to ensure that they were linked directly   |                          |

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|                  |         | SLO #2 | Differentiate between specialized terms associated with a criminal investigation.  | final exam with a 70% or higher. Eight students earned between a 50% and 66%. 4 students did not take the final exam.   | with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam.   | back to the SLOs, just as the exam questions are.  |                          |
|                  |         | SLO #3 | Evaluate the importance of proper evidence handling procedures.  | More than 70% of the course addressed questions relating to this SLO satisfactorily on the final exam. 74% or 34 out of 46 out of 28 students successfully passed the final exam with a 70% or higher. Eight students earned between a 50% and 66%. 4 students did not take the final exam. | The above indicates that no change is necessary. I will continue to reinforce student learning outcomes with the weekly discussions to ensure students are prepared for questions relating to the SLO on the final exam. | No changes were recommended from the previous assessment. However, discussion questions were included to ensure that they were linked directly back to the SLOs, just as the exam questions are. |                          |
|                  | 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% pass   |  |  |                          |
|                  |         |        |  | Average score was 95%, the same as last semester. No single question was missed by more than 50% of students.   | At this time, it appears we are addressing all modules sufficiently.   | From previous semester: Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. No changes are necessary.                                |                          |
|                  |         | SLO #2 | The student will fulfill the American Red Cross Adult, Cardiopulmonary Resuscitation requirements for certification.   | 100% students passed the exam with the scores of at least 80 points   | The American Red Cross does not issue certificate for any score lower than 80 in written exam  |  |                          |
|                  |         |        |  | Average score was 96%, an increase of 2% from last semester. No particular module was missed by a large number of students.   | At this time, it appears we are addressing all modules adequately.   | From previous semester: Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. No changes were necessary.                               |                          |
|                  |         | SLO #3 | The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.  | 100% of students passed the final exam with at least 80 points  |  |  |                          |

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|                  |          |        |  | Average score was 91%, a decrease of 2%. No particular module was missed by a large number of students.  | At this time, it appears we are addressing all modules adequately.  | From previous semester: Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. There are no clear issues to explain the decrease from last semester; therefore, I feel no changes are necessary at this time. |                          |
|                  | AHLT 55A | SLO #1 | Utilize assessment findings to identify and treat illness/injury   | Of the 19 people that completed the class 5 were not successful in achieving the grade required to obtain a completion certificate. Of the 5 that were not successful 2 actually failed the class due primarily to lack of effort. | The above data proved that students benefited from the additional practice. No changes are planned for next semester.   | We provided more opportunity for role play and practice to reinforce this behavior.  |                          |
|                  |          | SLO #2 | Successfully perform the skills required by NREMT for certification.   | We had a nearly 100% success rate for this SLO. 2 students encountered some difficulty in completing this area due to lack of participation when opportunity was provided to practice the required skills.                         | The above data indicates that students who avail themselves of the opportunities provided to practice and enhance these vital skills are for the most part successful in passing the skills exam. No changes are planned for next semester. |  |                          |
|                  |          | SLO #3 | Display behavior consistent with the ethical standards of EMS.   | All students performed well in this area with failure coming to those students with poor attendance and classroom attentiveness.   | No changes are planned for next semester.   |  |                          |
|                  | AHLT 62A | SLO #1 | Utilize assessment findings to identify and treat illness/injury.  | There was only one student that enrolled and successfully completed the course. Accordingly; we had 100% success in this area.   |   |  |                          |
|                  |          | SLO #2 | Successfully perform the skills required by NREMT for certification.   | There was only one student that enrolled and successfully completed the course. Accordingly; we had 100% success in this area.   |   |  |                          |
|                  |          | SLO #3 | Display behavior consistent with the ethical standards of EMS.   | There was only one student that enrolled and successfully completed the course. Accordingly; we had 100% success in this area.   |   |  |                          |
|                  | 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 | 100% students passed the test with perfect presentation  | Students have no other choice. American Red Cross does not allow any mistakes   |  |                          |

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|                  | AHLT 63 | SLO #1 | consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross cardiopulmonary resuscitation certification requirements. | 100% students passed the test with perfect presentation  | Students have no other choice. American Red Cross does not allow any mistakes  |  |                          |
|                  |         |        |   | Average score was 91%. This is lower than the last session average score of 94%. No question was missed by more than 50% of students.  | No changes needed for next session.  | From previous session: Individual Questions <50% were analyzed and changes made to improve those areas. Though the average score was slightly lower than last session, the difference is not significant enough to warrant changing the lessons. |                          |
|                  |         | SLO #2 | The student will fulfill the American Red Cross Adult, Child, and Infant Cardiopulmonary Resuscitation requirements for certification.                                      | 100% of students passed the final  | The American Red Cross requirement: Skills 100%, written score: 80% or higher  |  |                          |
|                  |         |        |   | Average score was 90%. This is the same as last semester. No question was missed by more than 50% of students.   | No changes needed for next session.  | From previous session: Individual Questions <50% were analyzed and changes made to improve those areas. Since no one question seems to be an issue for the students, I don't feel 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% passed the final and skill demo   |  |  |                          |
|                  |         |        |   | Average score was 94%. This is up from last session's score of 90%. No question was missed by more than 50% of students.   | No changes needed for next session.  | From previous session: Individual Questions <50% were analyzed and changes made to improve those areas. There is no area in need of change.  |                          |
|                  | 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.           | 22 students (45%) received a grade of A, 17 (35%) received B, 4 (8%) received C, 1 (2%) a D and 5 (10%) failed. Of the five who failed, 3 did not take the quiz. The assessment indicates that the majority of students successfully learned the reading and research skills to succeed on the quiz. The same results occurred for the other | Continued emphasis on how to find information, data, photos, etc. in texts and internet search engines is the key to learning in the information world of education. | Continued and increased emphasis was placed on research skills using texts and the internet has had a positive effect on success.  |                          |

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|                  | 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.                    | three quizzes in the class.  | Continued emphasis on how to find information, data, photos, etc. in texts and internet search engines is the key to learning in the information world of education.   | Continued and increased emphasis was placed on research skills using texts and the internet has had a positive effect on success.  |                          |
|                  |        |        |  | 34 out of 37 completing the class received a passing grade.  | Although the essay questions provide a comprehensive method for achieving goals, I am planning on creating a multiple, fill in the blank test that will provide additional questions.                                  |  |                          |
|                  |        |        |  | 37 out of 38 completing the class received a passing grade.  | Although the essay questions provide a comprehensive method for achieving goals, I am planning on creating a multiple, fill in the blank test that will provide additional questions. I am continuing to work on this. |  |                          |
|                  |        | 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. | 34 out of 37 completing the class received a passing grade.  |  |  |                          |
|                  |        |        |  | 37 out of 38 completing the class received a passing grade.  | None.  | None. I found the 6 page term paper to be an effective method of evaluation for achieving SLO.   |                          |
|                  |        |        |  | Twenty three (50%) students earned an A, 9 (20%) a B, 2 a C, 2 (4%) a D and 12 (26%) failed. Of the failures, two did not participate at all and the ten others answered the questions well but failed to participate in dialogue with other students. Success seems to depend on participation. The requirements were clearly presented and repeated many times. Failure stems also from students | No changes are planned in pedagogy. Questions and discussions always change according to class composition.  | Changes are made to the questions and the follow up questions posed by the instructor depending on the direction of the discussion. Students participate eagerly when questions are relevant to them personally as regards belief systems, how art affects belief systems and how past belief systems remain current in students' experience. There is a limit to how much babysitting and |                          |

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|                  |      |        |  | not paying attention to the requirements.   | No changes are planned in pedagogy. Questions and discussions always change according to class composition.  | instructor can do in a college level class.  |                          |
|                  |      | 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. | 34 out of 37 completing the class received a passing grade.   |  |  |                          |
|                  |      |        |  | 37 out of 38 completing the class received a passing grade.   | Effective assignment for meeting goals.  |  |                          |
|                  |      |        |  | 48 students submitted personal accounts of the Hero's Journey and which characters in classical and modern art they related to. All but two of the students eagerly participated and shared their personal stories and how it corresponded to the models. | None   | This assignment has consistently succeeded in personalizing art history and helping students recognize the relevance of art history to their current lives. It has contributed to a sense of worth and value personally and as a way to create cohesiveness and compassion between classmates. |                          |
| ARTS 10          |      | SLO #1 | Students will integrate and assimilate the elements of art in the creation of still life painted from a set- up.   | Assessment Data: 100% of students who completed the assignment succeed satisfactorily. A=11; B=6; C=3; Students did very well across on assignment. However, absolute beginners found it a bit daunting   | Absolute beginners found it daunting so will restrict assignment to no more than two objects in future.<br><br>Class OVERALL:<br>There were however two issues raised which I plan to address in my next class.<br>1. A number of students were not diligent in their homework. For some this was due to fear of working without supervision --Also maybe an assumption art classes are meant to be easy.<br>2. A number of absolute beginners said they wanted things to be more fun. | The smaller introductory assignments added to the course helped students get through more difficult projects without feelings of intimidation I had encountered with some students in previous semester.   |                          |
|                  | ARTS | SLO #1 | Students will develop the  | 22 students fully understood the  | The data indicates that for  | The number of demonstrations was   |                          |



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|                  | 18A | SLO #1 | 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.   | necessary processes and developed the skills to complete basic, beginning ceramic construction and completion. 9 students developed skills to complete the projects with 80% effectiveness and 10 students managed 70% effectiveness in their projects. All the students in the combined two sections of beginning ceramics were able to complete all the projects with the majority attaining excellent success, with projects both useable and aesthetically pleasing. | the majority of students and, in most respects all the students, a continuation of current practice is indicated. | increased and resulted in no failures this term at all.  |                          |
|                  |     | 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.  | Nineteen students understood and followed directions for the sketchbook project, drawing pictures of previous work for inspiration. Nine did this partially, five less effectively and 5 not at all.   | The data indicates increased demonstrations and examples of what the instructor wants the student to attain.      | No changes were made from previous results   |                          |
|                  |     | 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 students fully participated in these very important activities   | No changes.   | No changes, students participate willingly and fully understand the need for cooperation and maintain the studio wherein they love to do the work. |                          |
| ARTS 18B         |     | SLO #1 | Students will refine their ability to form clay, expanding their skills of hand building and throwing on the potter's wheel. Students will experience alternative low firing techniques, joining the ranks of indigenous and primitive potters throughout history.     | 11 students were enrolled in arts 18B, a continuation of 18A. SLOs are the same but with greater skill levels required. All students succeeded in higher skilled work. Four excelled at wheel and handbuilding, three developed greater skill in handbuilding and four maintained small improvements in their basic skills.  | Improved expectations and more supervision is indicated with this group.  | The number of demonstrations was increased and resulted in no failures but not a great level of improvement in seven of the students..             |                          |
|                  |     | 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,   | 9 students did this as required and three failed to do it at all.  | The data indicates increased demonstrations and examples of what the instructor wants the student to attain.      | No changes were made from previous results   |                          |

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|                  |    | SLO #2 | and fire.  | 9 students did this as required and three failed to do it at all.   | The data indicates increased demonstrations and examples of what the instructor wants the student to attain.   | No changes were made from previous results   |                          |
| ARTS 19          |    | SLO #1 | Students will develop the ability to sculpt relief and sculpture in-the- round, developing the skills of figure and portrait modeling as well as hollowing, finishing, firing and applying a patina.   | 15 students (and 5 auditing students) completed figure and portrait sculpting projects. Ten developed excellent skills as did the five auditing students. Five students succeeded at various levels of success and did not completely finish the project.         | The instructor needs better time management and even more one on one supervision.  | Students were given detailed and constant demonstrations. This was a difficult project and success was quite high considering. As it was the last project before the art show, some did not get work fired and some pieces broke in the process. |                          |
|                  |    | SLO #2 | Students will become conscious of and familiar with their own creative process and how their process is a part of human sculptural creativity throughout time.   | all students did this as required. Nine exceptionally and six well.   | The data indicates increased demonstrations and examples of what the instructor wants the student to attain.   |  |                          |
|                  |    | 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 students fully participated in these very important activities  | No changes.  | No changes, students participate willingly and fully understand the need for cooperation and maintain the studio wherein they love to do the work.   |                          |
| ARTS 2           |    | SLO #1 | Students will be able to distinguish specific works of art and stylistic characteristics of the art of western cultures from the Renaissance to the Modern Era.  | 33% of students earned an A, 16% a B, 16% a C and 33% below that. 1/3 of the students failed to do the necessary research to succeed on the quizzes that identified various artworks. This also partially due to not reading the assignments.                     | Students need better research skills. The instructor will continue to emphasize the options and skills needed to find answers to specific questions. |  |                          |
|                  |    | 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.   | 66% participated adequately in the discussions. One half of these fully participated in the exploration of the beliefs and activities of the various cultural eras as depicted in the artwork. One third of the students participated inadequately or not at all. | Continued encouragement  |  |                          |
|                  |    | SLO #3 | Students will be able to analyze a painting and its  | 30 of 39 students wrote good analytical papers. 9 students did not do the   | None   |  |                          |

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|                  |        | SLO #3  | 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. | assignment   | None  |           |                          |
| ASTR 1           | SLO #1 | Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. | SLO #3 was 85% based on one Sky Journal Project. This was about the same as last semester.  | Individual Questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. The computers and the astronomy software in the classroom will be completely upgraded with the goal of fostering a more diverse and comprehensive learning environment. | Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. The Comprehensive Study Guide and all of its new components were placed ONLINE for students to access at any point in the semester - 24/7. Students were given extra credit points if they visited a student tutor in tutorial services. |           |                          |
|                  | SLO #2 | Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.   | SLO #2 was 72% based on the overall results of the Final Exam. This was a slight increase over last semester.   | Individual Questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. The computers and the astronomy software in the classroom will be completely upgraded with the goal of fostering a more diverse and comprehensive learning environment. | Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. The Comprehensive Study Guide and all of its new components were placed ONLINE for students to access at any point in the semester - 24/7. Students were given extra credit points if they visited a student tutor in tutorial services.            |           |                          |
|                  | SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems                      | SLO #3 was 85% based on one Sky Journal Project. This was about the same as last semester.  | A Library Tutorial will be scheduled during the semester to allow students to better understand the research process, and to be better exposed to all of the tools and assistance that are available to them.  | The Sky Journals were collected at the midterm point in the semester for an initial evaluation. Students were provided with limited in-class time to work on their Sky Journal Project. The Sky Journal Project was distributed to the students on the very first day of instruction. allowing them more completion time.   |           |                          |
| ASTR             | SLO #1 | Students will be able to  | SLO #1 was 75% based on 15 Lab Reports.   | New computers and  | Although the number of outdoor  |           |                          |

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|                  | 1L     | SLO #1 | demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.   | This was on somewhat lower than last semester.  | astronomy software will be installed which will allow for additional laboratory activities for student learning inside and outside the Classroom. Labs where the student average score was less than 70% will be reviewed, and changes may be implemented. | Observational Labs utilizing our Astronomical Observatory and Telescope was increased this last semester, the average score for this assessment method went down slightly.  |                          |
|                  |        | SLO #2 | Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.  | SLO #2 was 88% based on a Sky Journal Project. This was an increase over last semester.   | A Library Tutorial will be scheduled during the semester to allow students to better understand the research process, and be exposed to all of the learning tools and assistance that are available to them.   | The Sky Journal was collected at the Midterm point of the semester, and feedback was provided to the students on possible improvements. Students are now also provided some in-class time to work on this project. Sky Journal Research Project Assignment was also given to the students on the very first day of instruction. |                          |
|                  |        | SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.  | SLO #3 was 89% based on a single Oral Presentation. This was an increase from last semester.  | A Library Tutorial will be scheduled during the semester to allow students to better understand the research process, and be exposed to all of the learning tools and assistance that are available to them.   | Students were required to submit an Outline of their Research for the Oral Presentation Assignment at the Midterm point of the semester. Students were provided with some in-class time to work on their research and outline for the Oral Presentation and the Project was given to the students earlier in the semester.      |                          |
|                  | ATHL 1 | 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: sport specific skills | SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students knew the rules at a 90% rate. As a team 100% of the players demonstrated a mark improvement in their ability to perform as evidenced by their actual game performance and statistics. | A greater emphasis was placed on individual player development. This resulted in a higher than expected scoring averages, rebound totals and overall game performance.   |   |                          |
|                  |        | SLO #2 | Affective: Students will display integrity, honor, teamwork, fair play, and sportsmanship during   | SLO #2 is based on class/practice and game activities. Students must demonstrate the ability to execute basic, intermediate and advanced basketball   |  |   |                          |

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|                  |        | SLO #2 | practice and intercollegiate play.   | drills. As well as the ability to work with others to accomplish a common goal.   |  |   |                          |
|                  |        | SLO #3 | Psychomotor: Students will learn and demonstrate essential higher order motor skills necessary to compete effectively at the intercollegiate level appropriate for the sport. The skills may include: sport specific skills  | 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.  |  |   |                          |
|                  | ATHL 2 | 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: sport specific skills | SLO 1 is based on a demonstration of the basic fundamentals and rules of basketball. Average scores were 90%. Students improved throughout the season and knew the rules at a 98% rate.   | Students will need to have updated NCAA rule changes on an annual basis. Students will benefit from live scrimmage/games with collegiate officials.  | Students have a better understanding of the following: charge/block rule arc which takes place under the rim, 10 second back court violation and the five second count with the ball. |                          |
|                  |        | SLO #2 | Affective: Students will display integrity, honor, teamwork, fair play, and sportsmanship during practice and intercollegiate play.  | SLO 2 is based on team cohesiveness, conditioning, integrity and compliance with school code of ethics. 100% of students meet two-mile run time of less than 18 minutes, 30 sit-ups and 20 push-ups.                                    | Integrity, compliance, drug testing and counseling for the student-athletes with issues in these areas.  | Systematic drug testing to be reinstated for the indefinite future. It will increase the honor and integrity of the sport and program. All players passed the drug testing.           |                          |
|                  |        | SLO #3 | Psychomotor: Students will learn and demonstrate essential higher order motor skills necessary to compete effectively at the intercollegiate level appropriate for the sport. The skills may include: sport specific skills  | SLO 3 was evaluated by scouting opponents, watching practice/game film and analyzing statistics. Students demonstrated basic skills and by evaluating helped prepare the student-athletes that competed at the community college level. | Continuous process for student-athletes to have the motor skills in the classroom and on the basketball court. Process got better as the season progressed and achieved a winning record for the season. |   |                          |
|                  | BADM 1 | SLO #1 | Understand the elements of contractual obligations and how to recognize these requirements.  | 90% 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  | There were no changes made to this assignment from the time it was previously taught. The  | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.  |                          |

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|                  | BADM 1  | SLO #1 | Understand the elements of contractual obligations and how to recognize these requirements.  | 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 10% neglected to turn in either one or both of their essays.  | rubric is still encouraged for students to follow. 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.   |                          |
|                  |         | SLO #2 | Recognize key regulatory agencies responsible for enforcing contracts and property rights.   | 90% 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 10% neglected to turn in either one or both of their essays.   | 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 above data indicates that little reminders for students go a long way. Whether it is because they have a lot on their minds or just the simple fact they need to see what is due constantly, it seemed to help. | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The students did learn more in this course than previously as I did remind them often of the assignment due dates, etc. |                          |
|                  |         | SLO #3 | Identify and have a general knowledge of domestic case law at the federal and state level supportive of rights pertaining to contracts, private and intellectual property. | 95% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5% neglected to submit the discussion questions in weekly which really hurt their grade. | I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.   | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.         |                          |
|                  | BADM 51 | SLO #1 | The student will be able to perform basic arithmetic calculations as applied to business situations.   | Score of 85% (down from 87%) several students did not take advantage of the "opportunity" to improve their scores, most of those did "drop" the course.  | I will be stricter about posts on the discussion board, and compensate by allowing students to raise quiz scores to 90%, instead   | Previously each student was emailed, at the end of the week, this course I used the message board at the end of the week to up date students. I only allowed a one week window for quiz  |                          |

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|                  | BADM 51 | SLO #1 | The student will be able to perform basic arithmetic calculations as applied to business situations. | Score of 85% (down from 87%) several students did not take advantage of the "opportunity" to improve their scores, most of those did "drop" the course.   | of 80%. (allowing a one week window)  | corrections.   |                          |
|                  |         | SLO #2 | The student will be able to compute discounts, markups and markdowns.                                | Score of 71% (down from 77%) Again several students did not take advantage of the "opportunity" to improve their scores.  | I will be stricter about posts on the discussion board, and compensate by allowing students to raise quiz scores to 90%, instead of 80%. (allowing a one week window)   | Previously each student was emailed, at the end of the week, this course I used the message board at the end of the week to up date students. I only allowed a one week window for quiz corrections. |                          |
|                  |         | SLO #3 | The student will be able to compute payroll and deductions.  | Score of 71% (the same as previously). I lost several students from the start of the course. Despite weekly updates and messages they did not respond.  | I will be stricter about posts on the discussion board, and compensate by allowing students to raise quiz scores to 90%, instead of 80%. (allowing a one week window)   | Previously each student was emailed, at the end of the week, this course I used the message board at the end of the week to up date students. I only allowed a one week window for quiz corrections. |                          |
|                  | BADM 6  | SLO #1 | Create both memorandums and written/oral reports essential for effective office communications.      | Students posted their textbook exercises to the discussion board where they interact with each other to improve the effectiveness of their written messages. Students in this class were highly engaged in responding to the writing of others. They gave useful suggestions for revision for clarity and accuracy. | Continue to post the assignment as the first post in a lesson. It helped students complete all parts of the question as many cut and pasted to parts as they answered each which led to more complete responses. Continue to point students to written models (the textbook is an excellent source). Perhaps encouraging students to share YouTube examples they find. I do this with Business Math, but I see it could be beneficial here as well. | For this class, I posted the discussion question in two places, the lesson and on as the opening post to the lesson. This was more effective than only having them listed within the lesson.         |                          |
|                  |         | SLO #2 | Develop public speaking skills important when communicating in both the domestic and global sphere.  | A=0%, B=14, C=29%, D=19%, F=2 students failed the exam and 7 did not take the exam  | Students struggle applying the skills practiced in the textbook exercises when confronted with examples in multiple choice questions. Providing more examples of drafts and revisions may help reinforce the skills. Again,   | With the strong level of participation in the discussions, the midterm results were lower than expected. (Spring 2013: A=17%, B=17%, C=38%, D=16% and F=12% with 7 not taking the exam. )            |                          |

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|                  |          | SLO #2 | Develop public speaking skills important when communicating in both the domestic and global sphere.       | A=0%, B=14, C=29%, D=19%, F=2 students failed the exam and 7 did not take the exam                | sharing videos that provide more instruction may be helpful.  | With the strong level of participation in the discussions, the midterm results were lower than expected. (Spring 2013: A=17%, B=17%, C=38%, D=16% and F=12% with 7 not taking the exam. )                |                          |
|                  |          | SLO #3 | Demonstrate knowledge of grammar and sentence structure important to all levels of communication.         | A= 21%, B= 16%, C= 16%, D= 5%, F= 1 student failed the final but 7 did not submit the final exam. | Students need the assignment given early enough to begin reviewing examples. Students need more examples showing the same resume information arranged differently as it is adapted for different job postings. Some still struggle understanding how to do this. Students need to utilize the campus resources, like the career center, in advance of this project. | Students were assigned and given examples three weeks before the due date. No change in the final project is necessary. (Spring 2013: A=55%, B=.5%, C=30%, D=.5% and F=5% with 11 not taking the exam. ) |                          |
|                  | BCTT 50A | SLO #1 | Define and demonstrate an understanding of safe working practices that ensure a safe working environment. | Collected data shows that 7 of the 7 students (100%) reached the desired outcome.                 | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.   |  |                          |
|                  |          | SLO #2 | Identify and evaluate common hand signals, rigging hardware, and slings used in rigging operations.       | Collected data shows that 7 of the 7 students reached the desired outcome.                        | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results.   |  |                          |
|                  | BCTT 50B | SLO #1 | Recognize and identify common hand and power tools used in the construction industry.                     | Collected data shows that 7 of the 7 students reached the desired outcome.                        | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the   |  |                          |



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|                  | BCTT 50B | SLO #1 | Recognize and identify common hand and power tools used in the construction industry.                                | Collected data shows that 7 of the 7 students reached the desired outcome.   | material covered. Future expectations for this course would be for similar results.   |           |                          |
|                  |          | SLO #2 | Describe the safe use and maintenance of common hand and power tools.  | Collected data shows that 6 of the 7 students (87%) reached the desired outcome.   | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results. |           |                          |
|                  | BCTT 50C | SLO #1 | Recognize and identify basic blueprint terms, components, and symbols.   | 10/11 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #1. | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results. |           |                          |
|                  |          | SLO #2 | Identify different classifications of drawings.  | 9/11 students successfully completed the quiz with a "C" or higher, thus indicating they have a strong understanding of SLO #2.  | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results. |           |                          |
|                  | BCTT 60A | SLO #1 | Identify and describe the uses of various building materials, such as nails, screws, adhesives, and lumber products. | Collected data shows that 8 of the 8 students (100%) reached the desired outcome.  | The results indicate that the majority of students were able to develop a satisfactory understanding and knowledge of the material covered. Future expectations for this course would be for similar results. |           |                          |
|                  |          | SLO #2 | Demonstrate an understanding of common hand and power tools used by carpenters and their safe                        | Collected data shows that 8 of the 8 students (100%) reached the desired outcome.  | The results indicate that the majority of students were able to develop a satisfactory understanding  |           |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
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|                  |        | SLO #2 | uses.  | Collected data shows that 8 of the 8 students (100%) reached the desired outcome.   | and knowledge of the material covered. Future expectations for this course would be for similar results.   |   |                          |
|                  | BIOL 1 | SLO #1 | By the end of the course, the successful student will be able to know or demonstrate in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge. | Average class grade on Discussion Forum Assignments, Discussion forum (9 discussions worth 10 points each) – 6/10 points<br>Discussion forum assignments were composed of questions to stimulate critical thinking skills, writing skills, and organizational skills. Students were encouraged to interact with each other by posing thought-provoking questions. | A retention rate of 72% does seem low. This low retention rate has not been observed in previous Biology 1 classes that I have taught. Perhaps a part of the problem are students registering early for the class to reserve seats in the class, and then either dropping the first week or pursuing other classes with no intent to attend class. The interactive discussion forum continues to be a sufficient means of assessing each student's understanding and grasp of the subject material. This was evident in the level of understanding and comprehension in environmental biological problems as the class progressed through nine weeks. Grade distribution appears to be normal for the class. One student was not successful, primarily due to infrequent participation in class assignments. Perhaps this is due to poor study skills or lack of personal commitment. Remedial instruction may be beneficial for such students. This number (one student of 36 | To encourage student interest for retention in the class, increased attention was given to each student's responses on the discussion forum. However, most students that dropped out of the class, either by their choice or by non-participation (instructor drop), occurred during the first week of class, which seems to be an established pattern on the part of students that is beyond the instructor's control. |                          |

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|                  | 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 knowledge. | <p>Average class grade on Discussion Forum Assignments, Discussion forum (9 discussions worth 10 points each) – 6/10 points</p> <p>Discussion forum assignments were composed of questions to stimulate critical thinking skills, writing skills, and organizational skills. Students were encouraged to interact with each other by posing thought-provoking questions.</p>  | <p>students) is typical for a class of this size.</p>  | <p>To encourage student interest for retention in the class, increased attention was given to each student's responses on the discussion forum. However, most students that dropped out of the class, either by their choice or by non-participation (instructor drop), occurred during the first week of class, which seems to be an established pattern on the part of students that is beyond the instructor's control.</p>  |                          |
|                  |        |        |  | <p>Of the 21 completing the class, 19 students (90%) completed the class successfully with a grade of C or better. Two students completed the class with a grade of D (1 student) and grade of F (1 student). These two students failed to complete assignments and one of the two students failed to take the final exam.</p> <p>Discussion forum assignments were composed of questions to stimulate critical thinking skills, writing skills, and organizational skills. Students were encouraged to interact with each other by the instructor posing thought-provoking questions.</p> <p>Average class grade on Discussion Forum Assignments - Discussion forum (9 discussions worth 10 points each) – 7.1/10 points</p> | <p>A retention rate of only 62% seems low. This low retention rate has not been observed in previous Biology 1 classes that I have taught. Perhaps a part of the problem is simply students becoming overwhelmed with other class work or home responsibilities. However, I continue to be involved with all students in the discussion forum, as this is my primary contact point. Showing an interest in their posts, commenting on their viewpoints, and asking appropriate questions are way I use to keep their interest high in the class material.</p> <p>The interactive discussion forum continues to be a sufficient means of assessing each student's understanding and grasp of the subject material. This was evident in the increase of their level of understanding and comprehension in environmental biological</p> | <p>To encourage student interest for retention in the class, increased attention was given to each student's responses on the discussion forum throughout the nine weeks of the class. Those students that were dropped by the instructor were dropped to non-attendance between the first and second census'. Although emails are sent to students asking why they stopped attending the class, few respond. This appears to be a problem more systemic with online classes where instructors have little to no face-to-face contact with the students. Student participation is always encouraged but extenuating circumstances in student lives is recognized.</p> |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|---|--------------------------|
|                  |    |     |               | <p>Of the 21 completing the class, 19 students (90%) completed the class successfully with a grade of C or better. Two students completed the class with a grade of D (1 student) and grade of F (1 student). These two students failed to complete assignments and one of the two students failed to take the final exam.</p> <p>Discussion forum assignments were composed of questions to stimulate critical thinking skills, writing skills, and organizational skills. Students were encouraged to interact with each other by the instructor posing thought-provoking questions.</p> <p>Average class grade on Discussion Forum Assignments -<br/>Discussion forum (9 discussions worth 10 points each) – 7.1/10 points</p> | <p>problems as the class progressed through nine weeks. Grade distribution appears to be normal for the class. Two students were not successful, primarily due to infrequent participation in class assignments. Perhaps this is due to poor study skills or lack of personal commitment. Remedial instruction for study skills may be beneficial for such students. This number (two students of 34 students) seems typical for a class of this size.</p> | <p>To encourage student interest for retention in the class, increased attention was given to each student's responses on the discussion forum throughout the nine weeks of the class. Those students that were dropped by the instructor were dropped to non-attendance between the first and second census'. Although emails are sent to students asking why they stopped attending the class, few respond. This appears to be a problem more systemic with online classes where instructors have little to no face-to-face contact with the students. Student participation is always encouraged but extenuating circumstances in student lives is recognized.</p> |                          |

|  |  |        |   |   |  |  |  |
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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>Average class grade on quizzes and exams, Quizzes (10 quizzes of 10 questions each) – 6/10 questions answered right<br/>Midterm Exam – 77.7/100 points<br/>Final Exam – 78.33/100 points<br/>Weekly quizzes were multiple choice; midterm and final exams were of two parts – objective and essay questions.</p> | <p>Examinations continue to be as acceptable means of evaluating student's grasp of the subject material. Distribution of grades demonstrates an expected range among a diverse population of students. Students at or below the grade of C would likely improve their scores through remedial studies for improving study habits and critical thinking skills. Others simply need to improve their commitment to their education and make it a priority during the academic school year. It is expected that such changes in student performance should occur prior to enrolling in the</p> | <p>Questions were written to evaluate student's comprehension of reading assignments and lessons presented by the instructor. Student responses were evaluated on their comprehension of the material presented in class, and to judge their writing skills and critical thinking skills in the biological sciences.</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>Average class grade on quizzes and exams, Quizzes (10 quizzes of 10 questions each) – 6/10 questions answered right<br/> Midterm Exam – 77.7/100 points<br/> Final Exam – 78.33/100 points<br/> Weekly quizzes were multiple choice; midterm and final exams were of two parts – objective and essay questions.</p> <p>Weekly quizzes were multiple choice; midterm and final exams were of two parts – objective and essay questions.</p> <p>Average class grade on quizzes and exams, Quizzes (7 quizzes of 10 questions each) – 8/10 questions answered right<br/> Midterm Exam – 80.84/100 points<br/> Final Exam – 78.45/100 points</p> | <p>biological sciences.</p> <p>Questions were written to evaluate student's comprehension of reading assignments and lessons presented by the instructor. Student responses were evaluated on their comprehension of the material presented in class, and to judge their writing skills and critical thinking skills in the biological sciences.</p> <p>Questions were written to evaluate student's comprehension of reading assignments and lessons presented by the instructor. Student responses were evaluated on their comprehension of the material presented in class, and to judge their writing skills and critical thinking skills in the biological sciences. The results, as displayed in #9 are similar to the previous class taught.</p> | <p>Questions were written to evaluate student's comprehension of reading assignments and lessons presented by the instructor. Student responses were evaluated on their comprehension of the material presented in class, and to judge their writing skills and critical thinking skills in the biological sciences.</p> <p>Examinations continue to be as acceptable means of evaluating student's grasp of the subject material. Distribution of grades demonstrates an expected range among a diverse population of students. Students at or below the grade of C would likely improve their scores through remedial studies for improving study habits and critical thinking skills. Others simply need to improve their commitment to their education and make it a priority during the academic school year. It is expected that such changes in student performance should occur prior to enrolling in the biological sciences. My perceptions on student improvement are shared with the class via email after completion of each week's assignments and the midterm exam.</p> |                          |
|                  |    | 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. | 13 students successfully completed and submitted the required term paper. 8 students did not submit a term paper, as required in the syllabus.  | 38% of the class did not complete the term paper assignment. This is a high percentage compared to the previous class of Biology 1, wherein only 11% of the students did not complete the term paper assignment. No reasons for not completing the assignment were given by the students, nor is there any sense of student abilities revealed in this statistic. Some of the best students in the class that excelled in the discussion  | None, the term paper continues to provide the ability to assess each student's ability to communicate in writing, use library materials for research, and follow appropriate formatting guidelines. In addition, the students were assessed on their ability to research and understand complex environmental problems and articulate their findings in the paper and present scientifically based solutions.  |                          |

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|                  |    | 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. | 13 students successfully completed and submitted the required term paper. 8 students did not submit a term paper, as required in the syllabus. | forums, the weekly quizzes, and both midterm and final exams, did not submit a term paper, while other students that only performed at a mediocre pace did submit well-written term papers.<br><br>It does appear that those that completed the assignment possessed sufficient knowledge and skills to research a term paper and present their findings in written form. Perhaps a remedial writing class for first year students would be beneficial, as would an introductory session in the use of library resources.                                    | None, the term paper continues to provide the ability to assess each student's ability to communicate in writing, use library materials for research, and follow appropriate formatting guidelines. In addition, the students were assessed on their ability to research and understand complex environmental problems and articulate their findings in the paper and present scientifically based solutions. |                          |
|                  |    |        |   | Term Paper Grades:<br>30/32 – A<br>2/32 – B<br><br>Four students did not submit a term paper.  | Although the spread of grades for the term paper are higher than what one might expect, it appears that those that completed the assignment possessed sufficient knowledge and skills to research a term paper and present their findings in written form. 12% of the class did not complete the assignment; perhaps a remedial writing class for first year students would be beneficial, as would an introductory session in the use of library resources. This class' performance on the term paper was typical of previous taught sessions of Biology 1. | None, the term paper continues to provide the ability to assess each student's ability to communicate in writing, use library materials for research, and follow appropriate formatting guidelines. In addition, the students were assessed on their ability to research and understand complex environmental problems and articulate their findings in the paper and present scientifically based solutions. |                          |

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|                  | 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.  | 3/6 students correctly answered all three questions (100%), 2/6 students correctly answered two out of three questions correctly (66.7%) and 1/6 students answered one out of three questions correctly (33.3%).   | Students appeared to understand the scientific method. Next semester I plan to incorporate an assignment that allows the students to design an experiment following the scientific method.  |           |                          |
|                  |         | 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.  | 5/6 students had an average above a "C" grade on their last three quizzes. 1 student did not take her final quiz but the average of her other two quizzes was above a "C" grade. (Students are allowed to drop their lowest quiz score)  | There seemed to be too many quizzes so I plan to reduce the number of quizzes next semester.  |           |                          |
|                  |         | 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. | 1/6 student answered all three questions correctly (100%), 3/6 students answered two out of three questions correctly (66.7%), 2/6 students only answered one out of three questions correctly (33.3%).  | Students need more practice with evaluation biological data. They would likely receive more practice if they had taken this course with a lab component. Next semester I will try to incorporate more in class discussions and group projects surrounding this outcome. |           |                          |
|                  | BIOL 11 | SLO #1 | Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality.   | Four multiple choice exams covered 4 chapters each. Most students, 21 or 72%, achieved success. Both students that earned a D missed eight of fifteen study guide assignments and had low test scores. Four of the five students that earned an F stopped attending past the last day to drop students. The one student that earned an F and took the final had multiple absences, failed to turn in six of fifteen study guides and missed a writing assignment worth 100 points. | Student success was 72%. No immediate changes are planned.  |           |                          |
|                  |         |        |  | Four multiple choice exams covered 4 chapters each. Most students, 32 or 89%, achieved success. The one student that earned a D missed four of fifteen study guide assignments and had low test  | Student success was 92%. No immediate changes are planned.  |           |                          |

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|                  |    |     |               | <p>scores. She would earned a C if she had done just two more study guides. Instead she earned a 68%. Two of the three students that earned an F stopped attending prior to the final and both missed the final exam. The other student that earned an F was pregnant and delivered her second child during the semester. She has an extension to complete the work she missed.</p> | <p>Student success was 92%.<br/>No immediate changes are planned.</p>  |           |                          |
|                  |    |     |               | <p>Majority of class passed main exams and posted appropriately to discussion board</p>   | <p>No changes were made to the assignment for retention attention, the rubric is still encouraged for students to follow to absorb and use key concepts. No changes are planned, the discussion panels are an important participation indicator so students can understand the course's main thrust as an important influence in our culture not just as a biological act.</p> |           |                          |
|                  |    |     |               | <p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. About 78% of the students achieved success. Most students wrote well constructed paragraphs. The eight students that earned D's all missed one to four assignments including the final.</p>                                  | <p>Student success was 78%.<br/>No immediate changes are planned.</p>  |           |                          |
|                  |    |     |               | <p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Thirty-two or 72% of the students achieved success. Most students wrote well constructed paragraphs.</p>   | <p>Student success was 72%.<br/>No immediate changes are planned.</p>  |           |                          |



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|                  |    |        |  | <p>Students demonstrate their understanding of concepts, principles, theories and generalizations of human sexuality through their discussions and responses to other students, evaluating the various ideas and theories, current research and various arguments and viewpoints. Grading reflects the sum of their participation and demonstrated understanding in this area.</p>  | <p>Data indicates that students have understood and can practically apply the concepts of the course. Of the 28 students who were enrolled at the end of the term, only 9 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 19 who did not, most failed to complete the discussions altogether, and six of the 19 used references for their work or responded to other students only intermittently.</p> |  |                          |
|                  |    |        |  | <p>The average on the midterm was a 72%, higher than last semester's midterm results. For students who were not successful with the midterm, the pattern of logging into the class indicated that they did not log into class often but often enough not to trigger a drop at census. There were nine students who were not successful on the midterm; these students logged into class on average once every 10 days. Students who did well on the midterm were actively engaged with the class, logging in three+ times a week. The class retained 82% of the students who were present after the first census.</p> | <p>I plan on adding brief videos to the course covering more key concepts and theories.</p>  | <p>There was a 10 percentage points increase on the midterm over the previous semester. When examining question structure based on Bloom's taxonomy, the exam consisted primarily (~85%) of lower-level "recall" and "understanding" type questions. Approximately 15% of the exam had "application" level questions. With no changes in the question types or distribution of question types on the midterm from the previous semester, the addition of extra lecture material may have contributed to this change. Also, the students may have had a different starting point than students last semester.</p> |                          |
|                  |    | SLO #2 | <p>Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.</p> | <p>28 students completed the class as evidenced by taking the final exam. Of those 28, 17 completed successfully with a grade of C or better. Of the 11 who did not complete successfully, they did not complete weekly discussions or quizzes</p>  | <p>Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical</p>   |  |                          |

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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. | regularly.  | information to daily activities. Only 60% of the students who completed the course completed successfully. This course was a late added course, with many students not participating from the start (dropped at census) and others failing to complete the regular work. Those who do not complete the course successfully fail to complete discussion questions and quizzes regularly. The final exam scores appeared low compared to scores in other courses I have taught, with a C average. In this course, a curve was used for the final exam grading, but review of the test questions is necessary. |   |                          |
|                  |    |        |   | Percentage of students who participated in real life examples as well as outcomes   | No changes are made to the assignment , the rubric is still encouraged for students to be able to apply theory to real life instances.  | Renewal of discussion participation   |                          |
|                  |    |        |   | Student success was achieved by 78% of the students. The other students did not complete all the assignments.   | Student success was 78%.<br>No planned changes at this time.  |   |                          |
|                  |    |        |   | Students success was achieved by 32 students (72%). The other students did not complete all the assignments.  | Student success was 72%.<br>No planned changes at this time.  |   |                          |
|                  |    |        |   | The students provided thoughtful, engaged discussion posts. Most spontaneously responded to other student posts with no prompting. This worked best when the discussion flowed on one page rather than each student starting their own thread to respond to a discussion prompt. Discussion board questions targeted real life scenarios that | I will continue to respond quickly and prompt when needed but not overmuch, as I may have done in Fall 2013. I will continue to encourage students to discuss with each other their ideas. Also, discussion boards will be closed after   | I responded to initial student posts quickly but not as often (Fall 2013 I had 70+ responses within the first two weeks of class). This may have reduced student anxiety about answering in front of an instructor or it may have been that this group of students liked discussion boards more than the fall students. |                          |

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|                  |    |        |   | were linked to assigned readings covering the key concepts, principles, theories, and generalizations of psychology. Students who logged in frequently did better than students who sporadically logged in. There were several students who tried to answer all discussion posts within the last few days of the class; these students were less successful in the course. However, students who answered the discussion prompts were awarded points and so were able to successfully complete the course. | the due date and no additional postings will be allowed. I will also put in bold in the syllabus that discussion boards must be answered weekly as they represent an exchange of ideas. | I responded to initial student posts quickly but not as often (Fall 2013 I had 70+ responses within the first two weeks of class). This may have reduced student anxiety about answering in front of an instructor or it may have been that this group of students liked discussion boards more than the fall students. |                          |
|                  |    |        |   | The writing abilities of the students ranged considerably. The student's with the strongest writing skills also earned high overall grades in the course. Conversely, low writing skills were correlated with poor reading skills as assessed during class meetings.   | Student success was 72%.<br>No planned changes at this time.  |   |                          |
|                  |    |        |   | The writing abilities of the students ranged considerably. The student's with the strongest writing skills also earned high overall grades in the course. Conversely, low writing skills were correlated with poor reading skills as assessed during class meetings.   | Student success was 89%.<br>No planned changes at this time.  |   |                          |
|                  |    | SLO #3 | Students will be able to demonstrate the ability to articulate positions orally and in writing. | Most students presented quality information and were well prepared. Most students used powerpoint to accompany their presentation. A few students used posters instead of powerpoint.  | Student success was 72%.<br>No changes are planned for next term.   |   |                          |
|                  |    |        |   | Most students presented quality information and were well prepared. Most students used powerpoint to accompany their presentation. A few students used posters instead of powerpoint.  | Student success was 89%.<br>No changes are planned for next term.   |   |                          |
|                  |    |        |   | Percentage of students who related in real life examples as well as outcomes within discussion panels.   | No changes are made to the assignment , the rubric is still encouraged for students to be able to apply theory to real life instances as well as length and quality of                  | Not many changes were made however, emphasis was increased on discussion participation.   |                          |

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|------------------|----|-----|---------------|--|--|--|--------------------------|
|                  |    |     |               | Percentage of students who related in real life examples as well as outcomes within discussion panels.   | participation. Students will be asked to rate participation in discussion panels throughout class (Spring '15).  | Not many changes were made however, emphasis was increased on discussion participation.  |                          |
|                  |    |     |               | Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. About 78% of the students achieved success. Most students wrote well constructed paragraphs. The eight students that earned D's all missed one to four assignments including the final.  | Student success was 78%. No changes are planned for next term.   |  |                          |
|                  |    |     |               | Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Thirty-two or 72% of the students achieved success. Most students wrote well constructed paragraphs.   | Student success was 72%. No changes are planned for next term.   |  |                          |
|                  |    |     |               | Students did a term project associated with an area of human sexuality of interest to them. They prepared extensive, visually appealing, content-rich presentations using PowerPoint. They discussed what they learned in their particular area of investigation. The average on the term project was 90%, exceeding the target. 82% of the class submitted a term project and all submissions successfully completed the project. | Overall, the assessment worked well for students to articulate their positions on their chosen topics of human sexuality. Next semester, I plan on posting (with student permission) several examples of excellent term projects so students can see what they are trying to accomplish. | Students were encouraged to work in teams from the first week of class. Many students did so and benefited from having a partner. This change was made based on data collected from Fall 2013. |                          |
|                  |    |     |               | 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.   | 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. Of the 28 students who were enrolled at the end of the   |  |                          |

| Reporting Period | ID     | SLO | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|-----|---|---|--|---|--------------------------|
|                  |        |     |   | 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.  | term, only 9 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 19 who did not, most failed to complete the discussions altogether, and six of the 10 used references for their work or responded to other students only intermittently.                                |   |                          |
| 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. | A = 15%, B = 27%, C = 30%, D = 20%, F = 8%<br>This was better than I had imagined would be the case based on other work turned in. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students not turning in the project at all. Many of the low scores were due to students not turning in a rough draft as requested. This is, however, a good result for a somewhat under achieving group (compared to previous semesters and years).   | I plan to continue to encourage students to see me early to get help with the project and implement plans for reducing procrastination on the project  | None. This is the first semester that I have used this project for this SLO assessment.   |                          |
|                  |        |     |   | By the end of the course, students were able to demonstrate in writing understanding between the processes of science, the scientific method, and the relationship between scientific and established knowledge. They demonstrated this understanding orally through discussions within their laboratory groups on the processes of science, the scientific method, and the relationship between scientific and established knowledge. While there were levels of sophistication of understanding the processes of science, students' understanding deepened over the course. | We will have more discussions and case studies, which offer a platform for discussions. Also, the department needs to look at splitting this SLO into two since we are only allowed one assessment type and we seek to assess in two different ways ("orally and in written form"). Students may be more successfully showing their knowledge orally but the assessment type is for weekly | In the fall SLO, I indicated that students might show greater depth of understanding if they were asked to apply scientific processes to novel societal challenges. In laboratory sessions this semester, as a class we discussed applying biological processes to societal challenges (e.g., genetically modified foods, genetic counseling, and costs associated with chemical testing in our food/water supplies). These discussions were fruitful and students engaged more deeply with the material. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|---|---|---|--------------------------|
|                  |    |        |   | By the end of the course, students were able to demonstrate in writing understanding between the processes of science, the scientific method, and the relationship between scientific and established knowledge. They demonstrated this understanding orally through discussions within their laboratory groups on the processes of science, the scientific method, and the relationship between scientific and established knowledge. While there were levels of sophistication of understanding the processes of science, students' understanding deepened over the course. | laboratory reports, focusing the success and failures on the written form.  | In the fall SLO, I indicated that students might show greater depth of understanding if they were asked to apply scientific processes to novel societal challenges. In laboratory sessions this semester, as a class we discussed applying biological processes to societal challenges (e.g., genetically modified foods, genetic counseling, and costs associated with chemical testing in our food/water supplies). These discussions were fruitful and students engaged more deeply with the material. |                          |
|                  |    |        |   | Of the 18 students in the course, 2 (11%) did not complete the assignment. Of those that did complete the assignment, 12 (66.7%) attained a C or better on the project, while 4 (22%) performed below a C.  | This assignment is relevant in that it teaches the students the rigors of scientific data collection, analysis, and interpretation. However, it may be a little intense for the students at this level. In the future, this assignment may be replaced by a research paper where students must review the scientific literature and come to a reasonable conclusion, given the facts. |   |                          |
|                  |    | 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 = 15%, B = 22%, C = 38%, D = 16%, F = 9%<br>These results are not consistent with other groups in the past. There are far more in the center of the distribution that normal. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is about normal. This group has had a difficult time with this class in regard to the objective examination format and essays. There is a lot of absenteeism which does not help them for the exams.   | I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better.  | 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 |
|------------------|----|--------|---|---|--|--|--------------------------|
|                  |    |        |   | Of the 18 students enrolled, 1 student (6%) didn't take the final exam. Of those that took the exam, 7 (39%) received a C or better, while 10 (56%) performed below a C. Of those that performed below a C, 2 (11%) failed the final exam.  | The data indicates that students are still having difficulty in taking tests. The data on the final exam is a reflection of how students performed on all quizzes and exams. Interestingly, further analysis shows a bimodal curve, with a group of students performing well, and a group of students performing very poorly, with few in the C range. This may indicate a difference in study habits. |  |                          |
|                  |    |        |   | Students were able to demonstrate content knowledge in seven critical areas of biology as defined by the Biology Concept Inventory. These seven critical areas correspond to the topics covered in the course. The students showed learning gains from the beginning of the semester when the average score was a 7 out of 30 questions to an average score of 24 out of 30 questions. Students with higher pre-test scores tended to have higher post-test scores while students with lower pre-test scores tended to have lower post-test scores on average. The average score of 24/30 shows solid mastery of conceptual content knowledge in biology as measured with a standardized concept inventory. | No changes planned for this SLO; the group work creating application test questions worked well. Additional semesters with the same pedagogy would be beneficial to understand if it is the group work making application level questions that is to credit for the increase in success.   | Previously, I wanted to add personal response system ("clickers") to the class but was unable to find a free app for phone and laptop use. Knowing that students needed more class time on conceptual ideas, students were challenged to create application-level (per Bloom's Taxonomy) multiple choice questions for each chapter we covered in lecture. This was done working in groups. Students learned more conceptually (note the larger learning gain seen this semester—though it may not be statistically compelling because of low sample size, students started the semester overall with less biological knowledge and went further than students in the fall did) because they learned they had to understand the material before writing questions. I plan on keeping this practice for future BIO 2 classes. |                          |
|                  |    | 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 | A = 15%, B = 27%, C = 30%, D = 20%, F = 8%<br>This was better than I had imagined would be the case based on other work turned in. Many of the students put a lot of work into this project and many did a good job. Most of the Fs were due to the students  | I plan to continue to encourage students to see me early to get help with the project and implement plans for reducing procrastination on the project  | None. This is the first semester that I have used this project for this SLO assessment.  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|---|---|--|--|--------------------------|
|                  |    | SLO #3 | conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems. | 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, a good result for a somewhat under achieving group (compared to previous semesters and years).  | I plan to continue to encourage students to see me early to get help with the project and implement plans for reducing procrastination on the project  | None. This is the first semester that I have used this project for this SLO assessment.  |                          |
|                  |    |        |   | Of the 18 students enrolled, 5 (28%) did not complete the assignment. The remaining students all received above a C on the assignment.  | This project was not only an exercise in writing skills, but an opportunity for students to look at a contentious issue in society and come to a conclusion after looking at the data available. In the future, I plan to change the grading rubric to more fully account for the quality of “facts” that the students are finding and their ability to come to a conclusion more in line with actual scientific evidence. This will more reliably assess them based on their ability to draw “reasonable” conclusions versus their susceptibility to what is written on someone’s blog or on a propaganda site. |  |                          |
|                  |    |        |   | Working in groups, students were able to successfully present summaries of biological data, draw reasonable conclusions, recognize ethical implications of these conclusions, and apply the conclusions to problems. Students read one of two books assigned by the instructor, met periodically throughout the semester to compare notes, ask questions, and understand the material. At the end of the semester, they did presentations on the book’s information, their conclusions, and the implications for society. | I will continue to pre-select the books for the students. This pedagogy worked well and I plan to continue using it in future sections of BIO 2.   | Previously, students were allowed to select topics of interest to them. However, because several students tried to cram the research and presentation creation all into three hours before it was due, resulting in poor performances, I selected the topics for them. Students self-selected into one of two groups. Rough drafts of the presentation were viewed by me in class prior to presentations (1-2 weeks prior, depending on the student group). Also, students were responsible for periodic summaries for the group not reading their book—this held students |                          |



| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|--------|--------|---|--|--|--|--------------------------|
|                  |        |        |   | Working in groups, students were able to successfully present summaries of biological data, draw reasonable conclusions, recognize ethical implications of these conclusions, and apply the conclusions to problems. Students read one of two books assigned by the instructor, met periodically throughout the semester to compare notes, ask questions, and understand the material. At the end of the semester, they did presentations on the book's information, their conclusions, and the implications for society.  | I will continue to pre-select the books for the students. This pedagogy worked well and I plan to continue using it in future sections of BIO 2.   | accountable for reading and understanding throughout the semester. |                          |
|                  | 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. | 93% of the students in the course successfully met this target as they demonstrated within their groups as they worked on laboratory materials. Students who did not meet the target (2/29) did not meet it because they missed multiple classes and therefore could not complete the laboratory reports they missed. By the end of the course, students demonstrated in writing understanding between the processes of science, the scientific method, and the relationship between scientific and established knowledge. They demonstrated this understanding orally through discussions within their laboratory groups. While there were levels of sophistication of understanding the processes of science, students' understanding deepened over the course and they were able to apply their laboratory reports to situations they would be likely to encounter in a medical anatomical setting. | While make-up laboratories would allow more students to demonstrate this SLO, laboratory time and space may not allow for the scheduling of make-up sessions. Students need to be in class for laboratory sessions as there are insufficient virtual laboratory activities to constitute multiple alternative assignments. |  |                          |
|                  |        | SLO #2 | Demonstrate content knowledge and test taking skills when completing essay and/or objective exams.  | Students were able to demonstrate content knowledge of anatomy on the comprehensive final. 26/29 students taking the final earned a "C" or higher on the final, indicating a high level of content knowledge. However, the other students (3/29) had such strong grades that there was little incentive to do well on the final  | The data indicated that the students did well with the study materials provided and the Connect homework platform seemed particularly useful in exam preparation and was well received by the  |  |                          |

| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|---|--|---|---|--------------------------|
|                  |        | SLO #2 | Demonstrate content knowledge and test taking skills when completing essay and/or objective exams.  | exam. A comprehensive set of homework assignments given on the electronic platform Connect from McGraw-Hill over the course of the semester helped the students prepare for exams and learn human anatomy content.   | students.   |   |                          |
|                  |        | 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. | Working in teams, students were able to successfully present summaries of human anatomy data, draw reasonable conclusions, recognize ethical implications of these conclusions, and apply the conclusions to medical situations and human evolution. Students read one of three books assigned by the instructor (students self-selected into reading groups), met periodically throughout the semester to compare notes, ask questions, and understand the material. At the end of the semester, they did presentations on the book's information, their conclusions, and the implications for society. | I will continue to pre-select the books for the students, though I plan on title changes based on feedback from the students this semester. The students felt one book was too technical and now that PBS has made a mini-series from another, the consensus was that watching the mini-series as an extra credit opportunity would be better so that students would be exposed to different perspectives. Students suggested that I show the mini-series in the lunch hour before class and I am taking this suggestion under advisement. This pedagogy worked well and I plan to continue using it in future sections of BIO 4. |   |                          |
|                  | BIOL 5 | SLO #1 | Demonstrate orally, and in written form, understanding of the processes of science, the scientific methods, and the relationship between scientific research and established knowledge.                                     | A = 25%, B = 22%, C = 28%, D = 20%, F = 5%<br>This is about what I expected based on other work turned in and in previous years. Many of the students put a lot of work into this paper and many did a good job. Most of the Fs were due to the students not turning in the paper at all. Many of the low scores were due to students not turning in a rough draft as requested. This is a very complex assignment and most students hit most of the requirements on the rubric.   | I plan to continue to encourage students to see me early to get help with the paper and implement plans for reducing procrastination on the project including showing the movie in class and giving more assistance with research options.  | None. This is the first semester that I have used this project for this SLO assessment. |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|--|---|---|---|--------------------------|
|                  |        | SLO #2 | Demonstrate content knowledge and test taking skills when completing essays and/or objective exams.  | A = 18%, B = 29%, C = 37%, D = 12%, F = 8%<br>These results are consistent with other groups in the past. There are slightly more students scoring in the center of the distribution than normal. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is about normal. Several members of this group have had a difficult time with this class in regard to the objective examination format and essays. There is more absenteeism than I would like; which does not help them for the exams.  | I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better.  | 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 valuation of biological data, draw reasonable conclusions, recognize the ethical implications, if applicable, and apply these conclusions to personal, community, or scientific problems.  | A = 25%, B = 22%, C = 28%, D = 20%, F = 5%<br>This is about what I expected based on other work turned in and in previous years. Many of the students put a lot of work into this paper and many did a good job. Most of the Fs were due to the students not turning in the paper at all. Many of the low scores were due to students not turning in a rough draft as requested. This is a very complex assignment and most students hit most of the requirements on the rubric.  | I plan to continue to encourage students to see me early to get help with the paper and implement plans for reducing procrastination on the project including showing the movie in class and giving more assistance with research options.  | None. This is the first semester that I have used this paper for this SLO assessment.   |                          |
| 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. | 94% of the students in the course successfully met this target as they demonstrated within their groups as they worked on laboratory materials. Students who did not meet the target (2/31) did not meet it because they missed multiple classes and therefore could not complete the laboratory reports they missed. By the end of the course, students demonstrated in writing understanding between the processes of science, the scientific method, and the relationship between scientific and established knowledge. They demonstrated this understanding orally through discussions within their laboratory groups. While there were | While make-up laboratories would allow more students to demonstrate this SLO, laboratory time and space may not allow for the scheduling of make-up sessions. Microbiology laboratory sessions are time and material intensive. Students need to be in class for laboratory sessions as there are insufficient virtual laboratory activities to constitute multiple |   |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up | Conclusions & Next Steps |
|------------------|--------|--------|--|---|---|-----------|--------------------------|
|                  | 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.   | levels of sophistication of understanding the processes of science, students' understanding deepened over the course and they were able to apply their laboratory reports to situations they would be likely to encounter in a medical anatomical setting.  | alternative assignments.  |           |                          |
|                  |        | 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 were able to demonstrate content knowledge of microbiology on the comprehensive final. 29/31 students taking the final earned a "C" or higher on the final, indicating a high level of content knowledge. The two students not meeting success on the final exam did not access the practice exam provided on the course website and did not complete all homework assignments (designed to help students master content knowledge). A comprehensive set of homework assignments given on the electronic platform Connect from McGraw-Hill over the course of the semester helped the students prepare for exams and apply microbiology content to novel situations. | The data indicated that the students did well with the study materials provided and the Connect homework platform seemed particularly useful in exam preparation and was well received by the students. The students were evenly split on whether the homework assignments were too long or just right in length but all agreed that the homework was beneficial.   |           |                          |
|                  |        | 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. | Working in teams, students were able to successfully present summaries of microbiology data, draw reasonable conclusions, recognize ethical implications of these conclusions, and apply the conclusions to medical situations and human evolution. Students read one of two books assigned by the instructor (students self-selected into reading groups), met periodically throughout the semester to compare notes, ask questions, and understand the material. At the end of the semester, they did presentations on the book's information, their conclusions, and the implications for society.   | I will continue to pre-select the books for the students, though I plan on title changes based on feedback from the students this semester. The students felt one book was too rich in historical detail (Microbe Hunters) and lacked gripping action, suggesting instead that I adopt The Hot Zone or Demon in the Freezer for future sections. These suggestions are under advisement as this pedagogy worked because students actually read. I plan to continue using this |           |                          |

| 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 conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems. | Working in teams, students were able to successfully present summaries of microbiology data, draw reasonable conclusions, recognize ethical implications of these conclusions, and apply the conclusions to medical situations and human evolution. Students read one of two books assigned by the instructor (students self-selected into reading groups), met periodically throughout the semester to compare notes, ask questions, and understand the material. At the end of the semester, they did presentations on the book's information, their conclusions, and the implications for society. | pedagogy in future sections of BIO 4.   |   |                          |
| CBIS 1           | SLO #1 | Make evident an understanding of how computers work with input, output, processing, storage, and stored programs. |  | Based on a written exam, final exam, 15 out of 15 students (100%) successfully demonstrated proficiency in understanding of SLO #1.   | 1. The success rate was higher during this class than the previous one.<br>2. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.          | This SLO is evaluated from the final exam. The previous SLO was taken from the final exam as well. The rate of success is PERFECT. There was no need to change any assessment method as the SLO result was PERFECT.   |                          |
|                  |        |   |  | Based on a written exam, final exam, 24 out of 27 students (89%) successfully demonstrated proficiency in understanding of SLO #1.  | 1. The success rate was a little higher during this class than the previous one.<br>2. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working. |   |                          |
|                  |        |   |  | Multiple-choice question: Based on a written exam, final exam, 25 students took the final exam. 25 out of 25 students successfully demonstrated proficiency in understanding of SLO #1.<br><br>4 students did not take the final exam. 3 students dropped the class and did not take the final.   | The success rate is as perfect as the previous class taught during the 1st 9-week of classes.   | This SLO is evaluated from the final exam as the previous SLO was taken from the final exam as well. The rate of success is PERFECT. There was no need to change any assessment method as the SLO result was PERFECT. |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|---|---|---|--|--------------------------|
|                  |         | 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, 14 out of 15 students (93%) successfully demonstrated understanding of SLO #2.   | None. However, students are to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.                   | No changes were necessary, as the success rate was high already.   |                          |
|                  |         |        |   | Based on a hands-on lab, 33 out of 37 students successfully demonstrated understanding of SLO #2.<br><br>4 students did not follow the lab steps correctly.<br>5 students did not perform this lab project.   | None. However, students are to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.                   | None were needed.  |                          |
|                  |         |        |   | Based on a hands-on lab, 7 out of 7 students (100%) successfully demonstrated understanding of SLO #2. Not all students were able to do this lab; but the ones who did, all of them were able to do so.   | None. However, students are to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.                   |  |                          |
|                  |         | SLO #3 | Show a basic understanding of computer programming; and how to create, compile, and execute a computer program using a high-level programming language. | Based on a written exam, final exam, 13 out of 15 students (87%) successfully demonstrated proficiency in understanding of SLO #3.  | Students who read the lecture notes and the textbook, and faithfully participate on the discussion board have no problem grasping the concepts in SLO #3. | No changes were necessary. I can't think of any changes that are needed to be implemented at the present time. The success rate is high. |                          |
|                  |         |        |   | Based on a written exam, final exam, 25 out of 27 students (93%) successfully demonstrated proficiency in understanding of SLO #3.  |   |  |                          |
|                  |         |        |   | Multiple-choice question: Based on a written exam, final exam, 25 students took the final exam. 25 out of 25 students successfully demonstrated proficiency in understanding of SLO #2.<br><br>4 students did not take the final exam. 3 students dropped the class and did not take the final. | Students who read the lecture notes and the textbook, and faithfully participate on the discussion board have no problem grasping the concepts in SLO #3. | No changes were necessary. I can't think of any changes that are needed to be implemented at the present time. The success rate is high. |                          |
|                  | CBIS 13 | SLO #1 | Utilize computer software tools for decision making   | Lab project: Based on a lab project assignment, 24 students performed the   | Even though the success rate is high (92%); I would   | No changes were implemented, as these are new SLOs. Last time I taught this  |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|---|--|--|---|--------------------------|
|                  | CBIS 13 | SLO #1 | process.  | <p>assigned lab project. 22 out of 24 students successfully developed an understanding of utilizing computer software tools for decision making process.</p> <ul style="list-style-type: none"> <li>The 2 students who did not succeed in SLO #1 have not attended the class that developed an understanding of the material needed to do the lab assignment.</li> <li>3 active students did not take the final exam.</li> <li>1 students dropped the class and did not take the final.</li> </ul> | remind students to attend classes. Students who attend classes and do the assigned work have no problem in succeeding with SLO #1.   | class was Spring 2012 under older SLOs.   |                          |
|                  |         | SLO #2 | Analyze, evaluate, and critique management issues.                    | <p>Multiple-choice question: Based on a written exam, midterm exam, 24 students took the midterm exam. 24 out of 24 students successfully developed an understanding of analyzing, evaluating, and critiquing management issues.</p> <p>3 active students did not take the final exam.<br/>1 students dropped the class and did not take the final.</p>  | None is needed as the success rate is 100%.  | No changes were implemented, as these are new SLOs. Last time I taught this class was Spring 2012 under older SLOs. |                          |
|                  |         | SLO #3 | Design a management information system based on sound methodologies.  | <p>Multiple-choice question: Based on a written quiz assignment, 24 students took the quiz assignment. 24 out of 24 students successfully developed an understanding of design a management information system based on sound methodologies.</p> <p>3 active students did not take the final exam.<br/>1 students dropped the class and did not take the final.</p>  | None is needed as the success rate of SLO #3 is 100%.  | No changes were implemented, as these are new SLOs. Last time I taught this class was Spring 2012 under older SLOs. |                          |
|                  | CBIS 19 | SLO #1 | Understand the core principles of system analysis and design process. | Of the 7 total students who completed the course and capstone, 6 out 7 student averaged and completed the assignment with a "C" or better, more specifically average overall was 83%. One student failed to follow the capstone and couldn't not successfully complete the project. all  | For the most part, CBIS 19 is a basic theory course to teach a person how to plan, organize, and manage projects, specifically software and programming type projects. Discussions |   |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
|------------------|---------|--------|---|---|--|-----------|--------------------------|
|                  | CBIS 19 | SLO #1 | Understand the core principles of system analysis and design process. | discussions, critical thinking questions, online conferencing, and quizzes. Two more students averaged 83%, and the last student was given a 78%. Six out of the seven students pass the final project, which was a comprehensive capstone. This is a rounded average of 89% success for the course as whole. | <p>and critical thinking questions, allowed on a weekly basis for me to monitor and guide students who might have trouble.</p> <p>My recommendation is to update the courses description and student learning outcomes and promote the idea of making CBIS 19 a prerequisite for any programming course offered by the college. I gave a survey, a new ability with our online Moodle platform and will address the outcome of this survey in SLO 2.</p> <p>I am aware of Barstow College's diverse population and unique retention issues, and I realize making some courses to already "small" course sizes, such as programing can have a negative outcome, but still recommend for a review of this. I will converse with Mr. Batarseh and offer my help if the suggestion of updating the course's information is deemed necessary or wanted.</p> <p>From the feedback I received from students, I was told the college kept the course, because they haven't offered in over three years, and 4 out of the seven students needed</p> |           |                          |



| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|--|---|---|---|--------------------------|
|                  | CBIS 19 | SLO #1 | Understand the core principles of system analysis and design process.                                      | Of the 7 total students who completed the course and capstone, 6 out 7 student averaged and completed the assignment with a "C" or better, more specifically average overall was 83%. One student failed to follow the capstone and couldn't not successfully complete the project. all discussions, critical thinking questions, online conferencing, and quizzes. Two more students averaged 83%, and the last student was given a 78%. Six out of the seven students pass the final project, which was a comprehensive capstone. This is a rounded average of 89% success for the course as whole. | the course to complete a certificate and or degree. Due to this some of the software required to teach System Analysis and Design was not available on lab computers. Please, see my survey notes in SLO 2.   | Utilizing free software, video tutorials, and conferencing I was successful to get 100% of the students to meet the student learning out comes for this course. And will continue to use this tool in other course I teach, I found it created a more closely held group of learners. |                          |
|                  |         | SLO #2 | Understand the importance of designing systems that assist in achieving personal and organizational goals. | 100 percent of students who attempted the use of CASE tools, and SaaS processes were successful in the ability to use more than one CASE type tool. I believe making students aware of software needs at least three weeks in advance gave all students an opportunity to deal with any install or run issues with the CASE tools they choose to use to complete the project.   | The above data indicates the course was successful on an individual bases, and would be useful for students to continue to receive support when dealing with installing and using software they are most likely unaware of how to use. I also believe students liked the ability to conference with me and follow step-by-step written and video tutorials related to a variety of CASE tools |   |                          |
|                  |         | SLO #3 | Describe and apply various structured analysis and design techniques.                                      | I believe with an 89% success rate, and no fails should be consider a success. I believe the small amount of students enrolled also might have hindered discussion participation between students, yet supported students with some very much individualized attention. I'm hoping the overall summary report concludes that  | Continuing to improve the formatting of discussions and creating a better rubrics of expectations and how grading occurs with discussions could promote more participation between students. And,   |   |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
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|                  |        | SLO #3 | Describe and apply various structured analysis and design techniques.  | students felt over all satisfied with the course and the outcome of their efforts.   | again the ability for software support should always be taken into consideration. CBIS 19 44056 used free CASE tools and or tools that have thirty day trial periods. Making sure students coordinated the use of said tools was an important factor in the average scores of the capstone in the ninety percent tile. |   |                          |
|                  | CBIS 2 | SLO #1 | Understand the infrastructure of the Internet and describe the current technology being implemented on the internet. | Multiple-choice question: Based on a written exam, final exam, 18 students took the final exam. 18 out of 18 students successfully demonstrated proficiency in understanding the infrastructure of the Internet and describe the current technology being implemented on the internet.<br><br>3 active students did not take the final exam.<br>3 students dropped the class and did not take the final. | None is needed as the success rate is 100%.  | No changes were implemented, as these are new SLOs. Last time I taught this class was Spring 2012 under older SLOs. |                          |
|                  |        | SLO #2 | Develop an understanding of internet security and how to be safe on the WWW.   | Multiple-choice question: Based on a written exam, final exam, 18 students took the final exam. 17 out of 18 students successfully Develop an understanding of internet security and how to be safe on the WWW.<br><br>3 active students did not take the final exam.<br>3 students dropped the class and did not take the final.  | None is needed as the success rate is extremely high (94.4%).  | No changes were implemented, as these are new SLOs. Last time I taught this class was Spring 2012 under older SLOs. |                          |
|                  |        | SLO #3 | Understand the basics of e-commerce and how companies are doing business over the web.                               | Multiple-choice question: Based on a written exam, final exam, 18 students took the final exam. 15 out of 18 students successfully demonstrated proficiency in understanding the basics of e-commerce and how companies are doing business   | Even though the success rate is high (83%); I would remind students of the importance of reading the textbook and attending classes. Students who  | No changes were implemented, as these are new SLOs. Last time I taught this class was Spring 2012 under older SLOs. |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|---|--|--|---|--------------------------|
|                  |         | SLO #3 | Understand the basics of e-commerce and how companies are doing business over the web.                              | over the web.<br>3 active students did not take the final exam.<br>3 students dropped the class and did not take the final.  | attend classes and do the assigned work have no problem in succeeding with SLO #3.   | No changes were implemented, as these are new SLOs. Last time I taught this class was Spring 2012 under older SLOs. |                          |
|                  | CBIS 40 | SLO #1 | Students will demonstrate the skills required to prepare, edit, and format electronic spreadsheets.                 | Chapter Project: This course was instructed as an independent study. The student successfully completed the objective by meeting all requirements in the SLO and scoring a grade of C. | There are no changes planned. This assignment is necessary to observe the student's skills and competence.   | This was my first time to instruct this course. There is no previous data.  |                          |
|                  |         | SLO #2 | Students will solve problems associated with producing electronic spreadsheets                                      | Lab: The student successfully completed the lab assignment with a grade of C.  | The lab assignment guides students through the common pitfalls of errors made in Excel and requires them to navigate the commands in Excel to produce the correct file. No changes are intended for this assignment. |   |                          |
|                  |         | SLO #3 | Students will organize and communicate information and data in electronic spreadsheets                              | Final Exam: The student failed to complete the final exam successfully.  | No changes intended. The final exam assessed the student's ability to perform the skills developed throughout the course.  |   |                          |
|                  | CBIS 41 | SLO #1 | Students will demonstrate the word processing skills needed to prepare professional business and academic documents | 10 Students, all finished above average  |  |   |                          |
|                  |         | SLO #2 | Students will determine and apply appropriate editing techniques and formatting standards to documents              | 10 Students, all finished above average  |  |   |                          |
|                  |         | SLO #3 | Students will organize and communicate information and data in professional business and academic documents         | 10 Students, all finished above average  |  |   |                          |
|                  | CBIS 43 | SLO #1 | Students will integrate sound, video, and animation into a slide show   | One student completed all assignments and assessments.   |  |   |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan | Follow-Up | Conclusions & Next Steps |
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|                  |         | SLO #2 | Students will design and assemble a portable slide shows  | One student completed all assignments and assessments.   |                 |           |                          |
|                  |         | SLO #3 | Students will develop audience handouts and transparencies  | One student completed all assignments and assessments.   |                 |           |                          |
|                  | CBIS 60 | SLO #1 | Students will develop speed on the keyboard using touch typing techniques to become more efficient and employable   | Initially I had 4 students in the class, after one dropout, the other three finished above average |                 |           |                          |
|                  |         | SLO #2 | Students will develop accuracy on the keyboard using touch typing techniques to produce error-free documents.   | Initially I had 4 students in the class, after one dropout, the other three finished above average |                 |           |                          |
|                  |         | SLO #3 | Students will enhance proofreading and editing skills to produce accurate, error-free text.   | Initially I had 4 students in the class, after one dropout, the other three finished above average |                 |           |                          |
|                  | CBIS 61 | SLO #1 | Students will build an increased keyboard speed of 6 percent using touch typing techniques to become more efficient and employable.                                       | 1 person enrolled in class, the student completed all assignments and assessment, grade = A        |                 |           |                          |
|                  |         | SLO #2 | Students will use proofreaders' marks correctly, apply capitalization, commas, punctuation, and grammar correctly, and develop and improve composing and spelling skills. | 1 person enrolled in class, the student completed all assignments and assessment, grade = A        |                 |           |                          |
|                  |         | SLO #3 | Students will format business and academic reports, business letters, envelopes, memos, and tables.   | 1 person enrolled in class, the student completed all assignments and assessment, grade = A        |                 |           |                          |
|                  | CBIS 65 | SLO #1 | Students will use the basic functions of electronic business machines   | 2 students, one worked hard = A, the other gave an average effort = C                              |                 |           |                          |
|                  |         | SLO #2 | Students will solve business math problems using electronic business machines   | 2 students, one worked hard = A, the other gave an average effort = C                              |                 |           |                          |
|                  |         | SLO #3 | Students will apply principles  | 2 students, one worked hard = A, the   |                 |           |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
|------------------|---------|--------|---|---|--|-----------|--------------------------|
|                  |         | SLO #3 | used in various types of business problems commonly solved using business machines  | other gave an average effort = C  |  |           |                          |
|                  | CBIS 74 | SLO #1 | Students will create and manage e-mail and contacts in a computerized information management program  | 2 students, one completed all assignments, one had personal issues and did not complete all assignments   |  |           |                          |
|                  |         | SLO #2 | Students will create and manage appointments in a computerized information management program   | 2 students, one completed all assignments, one had personal issues and did not complete all assignments   |  |           |                          |
|                  |         | SLO #3 | Students will create and manage the assignment of tasks and categories in a computerized information management program   | 2 students, one completed all assignments, one had personal issues and did not complete all assignments   |  |           |                          |
|                  | 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 | <p>General principles of atomic structure: Question 11: "Which sub-atomic particle has a positive charge?" 1 student out of 28 (4%) students who took the final exam (1 student did not take the final exam) answered the question incorrectly.</p> <p>General principles of molecular structure: Question 60: "What is the molecular shape of CH<sub>3</sub>Cl?" 12 out of 28 students (43%) answered the question incorrectly.</p> <p>Chemical reactivity: Question 34: "What is the chemical equation for the combination of silver nitrate and potassium chloride?" 4 out of 28 students (14%) answered the question incorrectly.</p> <p>Stoichiometry and chemical calculations: Question 43: "If 1.00 mole of KCl is needed to be produced, how many atoms of potassium are required according to the following equation [...]?" 13 out of 28 students (46%) answered the question incorrectly.</p> | <p>General principles of atomic structure is well known by students.</p> <p>General principles of molecular structure needs to be further practiced using practice problems, homework, etc. Chemical reactivity is well known by students but may require additional practice problems. Stoichiometry and chemical calculations are often a difficult subject for introductory chemistry students; therefore, additional practice problems, homework, etc. will be used.</p> |           |                          |
|                  |         | SLO #2 | (a) students will be capable of performing accurate quantitative measurements,  | 2a: Performing basic chemical experiments using quantitative measurements, interpreting experimental  | The data indicates that very little changes need to be made for this SLO.  |           |                          |

| Reporting Period | ID     | SLO  | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up | Conclusions & Next Steps  |
|------------------|--------|--|--|--|---|-----------|---|
|                  |        | SLO #2   | interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory safety rules, standard emergency procedures, and Material Data Sheets; | results, performing calculations on these results, and drawing reasonable and accurate conclusions from data is shown through written laboratory reports. The average laboratory report score was a 96% for 29 students.<br>2b: Student knowledge of chemical handling and laboratory safety is included in performing the laboratory and providing a completed laboratory report. | The data indicates that very little changes need to be made for this SLO.   |           |   |
|                  |        | SLO #3   | (a) Students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to display and analyze experimental data; (b) Students will demonstrate effective written scientific communication skills; students will complete legible and complete laboratory reports.   | 3a: Exp. 17 was a laboratory report specifically using the computer to learn about Lewis structures, gather information about the structure, build a structure to display a structure in 3-D, and analyze that 3-D structure. The average score was a 100% out of 28 students that attended this experiment.<br>3b: The average laboratory report score was a 96% for 29 students. | The data indicates that very little changes need to be made for this SLO.   |           |   |
| 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. | Research paper: 85% of the students were successful with this assignment completing it with a "C" or better, 10 % failed to follow the rubric so they weren't successful, 5 % failed to submit the assignment<br><br>Writing Paper – Nature vs. Nurture – 33/41 or 80% of the students successfully completed this assignment with a "C" or higher, 4/41 or 10% of the students failed                                       | 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. Provide articles on material that can be used for the paper. Use early alert so students are successful. |           | There was a decrease of 13% student success from when the course was previously taught in the Fall, this is the second time to require this assignment. |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|--|--|--|---|--------------------------|
|                  |    |        |  | to follow criteria identified on the rubric and 4/41 or 10% of the students failed to submit the assignment.   | able to analyze the influences in a child's development with theorists.<br><br>I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. | There was a decrease of 13% student success from when the course was previously taught in the Fall, this is the second time to require this assignment. |                          |
|                  |    | SLO #2 | Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and atypical children's development. | Lifeline – 96 % of the students successfully completed this assignment with a “C” or better. 4% of the students failed to submit the assignment.                 | To plan to continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content. It's important for students to understand the life experiences that affect our development.                   | Continue to use the rubric as it provides clear expectations of the assignment. Use early alert so students are successful.                             |                          |
|                  |    |        |  | Observation Paper - 88% of the students successfully completed this assignment with a “C” or better. 12% failed to follow the rubric so they weren't successful. | To plan to continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content. It's important for students to understand the life experiences that affect our development.                   | Continue to use the rubric as it provides clear expectations of the assignment. Use early alert so students are successful.                             |                          |
|                  |    | SLO #3 | Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.                          | Observation Paper - 88% of the students successfully completed this assignment with a “C” or better. 12% failed to follow the rubric so they weren't successful. | Work more closely with the students and use early alert for the students to succeed.   | Continue to use the rubric as it provides clear expectations of the assignment. Provide articles on material that can be used for the paper.            |                          |
|                  |    |        |  | Observation paper of a classroom – 32/41 or 78% of the students successfully   | The observation assignment is an important   | There was a 4% increase in student success as compared to Fall 2013 online  |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|---|---|--|--------------------------|
|                  |         |        |  | completed this assignment with a "C" or higher, 2/41 or 5% of the student failed to follow criteria identified on the rubric and 7/41 or 17% of the students failed to submit the assignment.                 | <p>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>I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught.</p> | class. I reminded students about the assignment and to set up an appointment with a preschool several weeks prior to the assignment becoming due.  |                          |
|                  |         |        |  | Research paper: 85% of the students were successful with this assignment completing it with a "C" or better, 10 % failed to follow the rubric so they weren't successful, 5 % failed to submit the assignment | Work more closely with the students and use early alert for the students to succeed.  | Continue to use the rubric as it provides clear expectations of the assignment. Provide articles on material that can be used for the paper.   |                          |
|                  | 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 | 13/16 or 81% of the students were successful with completion of this assignment earning a "C" or higher, there were 3 students who weren't successful: 3/16 or 19% failed 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... I reached out to the student   | There were no changes made however, there was a 19% drop in success from the previous class. The difference being that all students from the previous class submitted their work and followed the guidelines stated in the rubric. |                          |



| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|--|---|--|--------------------------|
|                  | CHLD 06 | SLO #1 | the community.   | 13/16 or 81% of the students were successful with completion of this assignment earning a "C" or higher, there were 3 students who weren't successful: 3/16 or 19% failed to submit the assignment.  | who didn't submit his work on a weekly basis. He attended class every week, he contributed to in class discussions however, and he wouldn't submit class assignments. I shared this with a counselor, made an appointment for him to meet with the counselor but it didn't impact his school work.  | There were no changes made however, there was a 19% drop in success from the previous class. The difference being that all students from the previous class submitted their work and followed the guidelines stated in the rubric. |                          |
|                  |         |        |  | 33/36 or 92% of the students were successful with completion of this assignment earning a "C" or higher, there were 4 students who weren't successful: 1/36 or 3% didn't follow the rubric and 2/36 or 5% failed 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...  | There were no changes made however, there was an 8% drop in success from the previous class. The difference being that all students from the previous class submitted their work and followed the guidelines stated in the rubric. |                          |
|                  |         | SLO #2 | Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and communities. | 35/36 or 97% of the students were successful with completion of this assignment earning a "C" or higher, there was 1 student who wasn't successful: 1/36 or 3% due to not submitting all assignments.                                      | 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. | This is the first time to use the journal questions as an assessment method for this SLO.  |                          |
|                  |         |        |  | 35/36 or 97% of the students were successful with completion of this assignment earning a "C" or higher, there was 1 student who wasn't successful: 1/36 or 3% due to not submitting all assignments.                                      | 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   | This is the first time to use the journal questions as an assessment method for this SLO.  |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|---|---|---|---|--------------------------|
|                  |          |        |   | 35/36 or 97% of the students were successful with completion of this assignment earning a "C" or higher, there was 1 student who wasn't successful: 1/36 or 3% due to not submitting all assignments. | successful with submitting their assignments. I reached out to the student who didn't submit his work on a weekly basis. He attended class every week, he contributed to in class discussions however, and he wouldn't submit class assignments. I shared this with a counselor, made an appointment for him to meet with the counselor but it didn't impact his school work.   | This is the first time to use the journal questions as an assessment method for this SLO.   |                          |
|                  |          | 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. | 15/16 or 94% of the students were successful with completion of this assignment earning a "C" or higher, there was 1 student who wasn't successful: 1/16 or 6% failed 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...I reached out to the student who didn't submit his work on a weekly basis. He attended class every week, he contributed to in class discussions however, and he wouldn't submit class assignments. I shared this with a counselor, made an appointment for him to meet with the counselor but it didn't impact his school work. | There were no changes made however, there was an 6% drop in success from the previous class. The difference being that all students from the previous class submitted their work and followed the guidelines stated in the rubric.  |                          |
|                  |          |        |   | 33/36 or 92% of the students were successful with completion of this assignment earning a "C" or higher, there were 3 students who weren't successful: 3/36 or 8% failed 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...  | There were no changes made however, there was an 11% drop in success from the previous class. The difference being that all students from the previous class submitted their work and followed the guidelines stated in the rubric. |                          |
|                  | CHLD 12A | SLO #1 | Investigate, select, and develop a portfolio of developmentally age   | Philosophy paper - 80 % of the students successfully completed this assignment with a "C" or better. 20 % of the students   | Work closely with the students and early alert for the students to meet with  | Utilize early alert, reiterate the importance of submitting work.   |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|----------|--------|--|--|---|--|--------------------------|
|                  | CHLD 12A | SLO #1 | appropriate activities for young children that include literature, finger plays, puppetry, poems and creative activities.  | failed to submit the assignment  | success. Review assignments and stress that participation of all assignments is necessary for understanding of subject matter.  | Utilize early alert, reiterate the importance of submitting work.  |                          |
|                  |          | SLO #2 | Compare and contrast teacher directed and child directed activities.   | Observation paper - 100% of the students successfully completed this assignment with a "C" or better.  | To continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content.  | It appears the rubric is a great tool as the expectations of the assignment were emphasized resulting in an outstanding success rate of the assignment. Following the rubric affects the learning that takes place in the class.   |                          |
|                  |          | SLO #3 | Assess and compare a classroom environment and reflect on the incorporation of any anti-bias curriculum and approach towards bilingual/bicultural children.  | Lesson Plans and paper – 88 % of the students successfully completed this assignment with a "C" or better. 12 % were not successful receiving either a "D" or "F".   | 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.  |                          |
|                  |          |        |  | Observation paper - 90% of the students successfully completed this assignment with a "C" or better. 10% of the students were not successful receiving a "D".  |   |  |                          |
|                  | 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. | Discussion Starter Questions- of the 25 students enrolled 13 students completed all 8 assignments, 4 students completed 7 to 6 assignments, while 8 students completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 17 who completed 6 or more papers, the results were 14 or 82% receiving a "C" or higher, while 3 or 18% received a "D" or lower. The other students who completed 8 or less where not included in the analysis.<br>Observation Paper - of the 25 students enrolled 18 students completed the observation paper, while 7 students did not complete the assignment. Of the 18 who completed the observation, the results were 13 or 72% receiving a "C" or | Both papers do a good job of assessing 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. Next time teaching this class, I believe that the class will be hybrid and I am hoping the in-class section will assist in more students completing the assignments.<br>The Discussion Starter Questions asked a variety | Discussion Starter Questions were used primarily in place of the research paper, as there was little participation in the research paper. It appears that students still have a difficult time with completing the critical thinking aspect of the Discussion Starter Questions.<br>No changes to the observation paper. |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|---|---|---|--|--------------------------|
|                  | 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.                                  | higher, while 5 or 28 % received a "D" or lower.  | of questions that covered all aspects of this SLO. The observation is a good means to measure the SLO and give the students a hands on approach.  | Discussion Starter Questions were used primarily in place of the research paper, as there was little participation in the research paper. It appears that students still have a difficult time with completing the critical thinking aspect of the Discussion Starter Questions.<br>No changes to the observation paper. |                          |
|                  |         | SLO #2 | 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. | Discussion Starter Questions- of the 25 students enrolled 13 students completed all 8 assignments, 4 students completed 7 to 6 assignments, while 8 students completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 17 who completed 6 or more papers, the results were 14 or 82% receiving a "C" or higher, while 3 or 18% received a "D" or lower. The other students who completed 8 or less where not included in the analysis.<br>Observation Paper - of the 25 students enrolled 18 students completed the observation paper, while 7 students did not complete the assignment. Of the 18 who completed the observation, the results were 13 or 72% receiving a "C" or higher, while 5 or 28 % received a "D" or lower. | The observation allows the students to have a hands on experience to 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 and write up a report on their observation and this is a good tool for the assignment. The Discussion Starter Questions help the students work on a critical thinking aspect of the SLO and prepares them for what to look for during the observation. The discussion boards also help with the SLO and I may include them in future outcomes. | Discussion Starter Questions were used primarily in place of the research paper, as there was little participation in the research paper. It appears that students still have a difficult time with completing the critical thinking aspect of the Discussion Starter Questions.<br>No changes to the observation paper. |                          |
|                  |         | 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.                              | Observation Paper - of the 25 students enrolled 18 students completed the observation paper, while 7 students did not complete the assignment. Of the 18 who completed the observation, the results were 13 or 72% receiving a "C" or higher, while 5 or 28 % received a "D" or lower.<br>Discussion Starter Questions- of the 25   | With the discussion starter questions and discussion boards, the students are taught to identify and distinguish aspects of quality in programs for young children as related to health, safety, environmental risks and  | Discussion Starter Questions were used primarily in place of the research paper, as there was little participation in the research paper. It appears that students still have a difficult time with completing the critical thinking aspect of the Discussion Starter Questions.<br>No changes to the observation paper. |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|--|---|---|---|--------------------------|
|                  |          | 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.                         | students enrolled 13 students completed all 8 assignments, 4 students completed 7 to 6 assignments, while 8 students completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 17 who completed 6 or more papers, the results were 14 or 82% receiving a "C" or higher, while 3 or 18% received a "D". The other students who completed 8 or less were not included in the analysis. | acknowledge the value of collaboration with families and the community. The observation allows the student to observe the classroom, apply what they have learned, and write up an observation that reinforces what they have learned. The major aspect of the observation is that many students do not complete the assessment and those who do not do well is due to not following the requirements for the assignment and/or rubric. | Discussion Starter Questions were used primarily in place of the research paper, as there was little participation in the research paper. It appears that students still have a difficult time with completing the critical thinking aspect of the Discussion Starter Questions. No changes to the observation paper. |                          |
|                  | CHLD 15A | SLO #1 | Investigate and apply developmentally appropriate principles and teaching strategies to positively influence infants and toddlers' development and acquisition of knowledge and skills.  | On journal #12, 17/23 students (74%) received an 80% or better in their findings. On journal #14, 16/22 students (73%) received an 80% or better. The ones who scored lower, struggled with proper format and citations. The ones not graded, were not turned in those respective weeks.  | Continue to use journal questions for higher level thinking applied with current research, through text and internet. Include either sample responses with proper APA format, or require a supplemental text with APA format.   | First time teaching this specific class.  |                          |
|                  |          | SLO #2 | Evaluate the teacher's role in providing best and promising practices in early childhood programs.   | In the observation and application of teaching practices in a toddler special need classroom, 16/18 students (89%) scored an 80% or better in identifying strategies and methods for success. The ones not graded, were not turned in those respective weeks.   | Continue to use observations as an assignment. This is beneficial to those studying child development, as it provides the students with a visual of the practical applications they are studying through their text.  | First time teaching this specific course.   |                          |
|                  |          | SLO #3 | Compare and contrast play-based curriculum that supports the developmental domains and design and implement a curriculum based on observation and assessment that supports play and learning using developmental, inclusive, and | 14/20 students (70%) who completed the research scored an 80% or better.  | Continue research paper as assignment, but include rough draft turn in option to assist students. Require APA format material to ensure student success in written assignments.   | First time teaching this course   |                          |

| Reporting Period | ID     | SLO   | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  |        | SLO #3  | anti-bias principles in collaboration with families to support infants and toddlers.   | 14/20 students (70%) who completed the research scored an 80% or better.  | Continue research paper as assignment, but include rough draft turn in option to assist students. Require APA format material to ensure student success in written assignments.   | First time teaching this course   |                          |
| CHLD 16          | SLO #1 | Evaluate how curriculum development and lesson planning is aligned. | <p>Chapter Reviews- 33% did not do any part of the assignment in total. Out of the 67% that did complete all or part of the assignments had received a "C" or better.</p> <p>Lesson Plan – 14% did not do any part of the assignment in total. 78% that complete the assignments had received a "C" or better. 2% that complete the assignments had received a "D".</p> <p>Observation Paper - 22% did not do any part of the assignment in total. 52% that complete the assignments had received a "C" or better. 15% that complete the assignments had received a "D". 11% that complete the assignments had received a "F".</p> | <p>The SLO of "Evaluate curriculum development and how lesson planning is aligned" was met with the introduction of the lesson plan. The observation was also part of this SLO but the difficulty has been to get the students to complete the assignment and/or follow the directions of the assignment, as it is believed that several students may be using the same observation for several classes. As this was an online class, I will continue to encourage students to complete the assignment as outlined. The chapter reviews cover aspects of this SLO, those students who complete this assignment are getting the full effect of this tool, and I will continue to use this as an assessment tool.</p> | Lesson Plan was added to meet several of the SLOs and it appears that it is a good tool to use to meet this SLO.  |   |                          |
|                  |        | SLO #2  | Assess the purpose and value of integrating literature, math, science, social studies, and art into the curriculum.  | <p>Chapter Reviews- 33% did not do any part of the assignment in total. Out of the 67% that did complete all or part of the assignments had received a "C" or better.</p> <p>Lesson Plan – 14% did not do any part of the assignment in total. 78% that complete the assignments had received a "C" or better. 2% that complete the assignments had</p>   | <p>The SLO of "Assess the purpose and value of integrating literature, math, science, social studies, and art into the curriculum." was met with the introduction of the lesson plan. The observation was also part of this SLO but the</p> | Once again the addition of the Lesson Plan assisted with this SLO. No changes to the observation paper or the review questions. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|---|---|--------------------------|
|                  |    | SLO #2 | Assess the purpose and value of integrating literature, math, science, social studies, and art into the curriculum. | received a "D".<br>Observation Paper - 22% did not do any part of the assignment in total. 52% that complete the assignments had received a "C" or better. 15% that complete the assignments had received a "D". 11% that complete the assignments had received a "F".   | difficulty has been to get the students to complete the assignment and/or follow the directions of the assignment, as it is believed that several students may be using the same observation for several classes. As this was an online class, I will continue to encourage students to complete the assignment as outlined. The observation paper allows the student to observe the use of a curriculum in a program setting and review the use of the curriculum and its effectiveness as part of a hands on interaction piece. The chapter reviews cover aspects of this SLO and allows the students to use a critical thinking aspect of the assignment to evaluate curriculum aspects and this works in conjunction with the observation and lesson plan. Those students who complete this assignment are getting the full effect of this tool, and I will continue to use this as an assessment tool. | Once again the addition of the Lesson Plan assisted with this SLO. No changes to the observation paper or the review questions. |                          |
|                  |    | SLO #3 | Investigate the importance, definition, and developmental stages of play.   | Chapter Reviews- 33% did not do any part of the assignment in total. Out of the 67% that did complete all or part of the assignments had received a "C" or better.<br>Lesson Plan – 14% did not do any part of the assignment in total. 78% that complete the assignments had received a "C" or better. 2% that complete the assignments had | The SLO of "Investigate the importance, definition, and developmental stages of play" has been met to a degree but I feel that I need to add another component to this aspect and plan to add the component of "Investigate the importance, definition,   | The Lesson Plan was added. No changes to the observation paper or review questions.   |                          |

| Reporting Period | ID       | SLO     | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|---------|--|---|---|---|--------------------------|
|                  |          | SLO #3  | Investigate the importance, definition, and developmental stages of play.  | received a "D".<br>Observation Paper - 22% did not do any part of the assignment in total. 52% that complete the assignments had received a "C" or better. 15% that complete the assignments had received a "D". 11% that complete the assignments had received a "F".                          | and developmental stages of play" into the lesson plan and the observation to make sure that students are getting the full effect of this concept. The alternative is to have the student do a paper on play. | The Lesson Plan was added.<br>No changes to the observation paper or review questions.  |                          |
|                  | CHLD 19B | SLO #X1 | Analyze the effectiveness of human behavior and communication on the functioning of early childhood organizations and individuals within early childhood programs.   | 5 out of 6 students completed the assignment with a grade of a "A" and 1 with a "B". The student with the "B" missed a few points due to the size and lack of required information.   | There are no changes planned, the communication board is important for tool in a classroom/center.  | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.  |                          |
|                  |          | SLO #X2 | Evaluate organizational relationships and applications of problem-solving and decision-making strategies within the program.   | 5 out of 6 students completed the assignment with a grade of a "A" and 1 with a "B". The student that received the "B" did not present enough visual material.  | There are no changes planned, the training is important for students to understand the Importance of presenting topics to both staff and parents.   | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.  |                          |
|                  |          | SLO #X3 | Evaluate a foundational curriculum consisting of developmentally appropriate principles and teaching strategies  | 3 out of 6 students completed the assignment with a grade of a "A". 3 completed with a "C". The three with the "C" were missing key components necessary to fully evaluate a teacher.   | There are no changes planned, the writing paper is important for students to understand.  | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.  |                          |
|                  | CHLD 25  | SLO #1  | Critique theories and analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences and how this may impact young children's social identity. | Writing paper – Of the 21 students – 20 students or 95% of the students completed this assignment and 1 student or 5% of the students failed to submit this assignment. Of the 20 students – 19 or 95% were successful with a "C" or higher, 1 or 15% of the students didn't follow the rubric. | There are no changes planned, the writing paper is important for students to understand how communication, cultures, and schools influence the development of the child.                                      | There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.<br><br>There was a 27% increase in student success from when this class was taught last spring. The difference was this was a hybrid and the last time this course was taught it was fully online. |                          |
|                  |          | SLO #2  | Critically assesses the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in  | Observation Paper - Of the 21 students – 19 students or 90% of the students completed this assignment and 2 student or 10% of the students failed to submit this assignment. Of the 19 students – 17  | Students observe a classroom environment and the approach the teachers take in setting up the environment that  | This assignment provides a learning opportunity for students to view firsthand what they are discussing in this course. This will continue to be a required assignment.   |                          |



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|                  |    | SLO #2 | promoting optimum learning and development.   | or 89% were successful with a "C" or higher, 2 or 11% of the students didn't follow the rubric.  | reflects the children's cultures, they are able to articulate and describe the environment and the curriculum used, in addition the activities and materials that support the diversity of the families.   | There was a 2% decrease in student success as compared to the previous time this course was taught  |                          |
|                  |    | SLO #3 | Evaluate the impact of personal experiences and social identity on teaching effectiveness.  | Interview Paper - Of the 21 students – 20 students or 95% of the students completed this assignment and 1 student or 5% of the students failed to submit this assignment. Of the 20 students - 90% were successful with a "C" or higher, 10% of the students didn't follow the rubric. | This assignment is relevant as we gain knowledge from experienced teachers in the field on their approach to developing curriculum and activities that support the diversity of the children and families in their classroom and community.  | There were no changes as this assignment provides an opportunity for students to view different programs and compare the approaches the teachers take to creating an environment that supports diversity in the classroom.<br><br>There was a 3% increase in student success as compared to the previous time this course was taught. |                          |
| CHLD 35A         |    | SLO #1 | Research and critically assess appropriate, positive guidance techniques for dealing effectively with children's behavior.  | Students were able to identify appropriate and positive guidance techniques within the text and link them to discussion board questions as well as applying these to their observation and research paper.   | I will combine the observation and research paper as 8 of the 15 students did not complete one or both of these projects, resulting in the failing of this course: even with extra time extended to them for completion of the observation paper. I would like to see this class as a live class in order to help students with this topic and to give them real life examples and interactions. | The textbook was changed which made comprehension of materials easier for the student. This was a live class the previous semester offering and online this time.   |                          |
|                  |    | SLO #2 | Design a behavior plan that supports the success of the child in the classroom by examining the child's environment: child's home life and possible medical factors that may be affecting the behavior. | In order to increase the completion rate of this assignment, the due date was moved to the end of the semester (week 9) instead of week 5. This appears to have decreased the completions rate: 6 out of 15 completed this assignment: a 40% completion rate.                          | Because this subject matter is so vast and more of a hands on approach for teaching this topic is need, I will seek out additional ways to get this information to the students. Adding "video" lectures for topics that are critical in the students  | This assignment was moved to the end of the class to allow more time for the acquisition of student knowledge in this area, but there was a significant decrease in student success rate.   |                          |

| Reporting Period | ID     | SLO  | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  |        | SLO #2   | Design a behavior plan that supports the success of the child in the classroom by examining the child's environment: child's home life and possible medical factors that may be affecting the behavior. | In order to increase the completion rate of this assignment, the due date was moved to the end of the semester (week 9) instead of week 5. This appears to have decreased the completions rate: 6 out of 15 completed this assignment: a 40% completion rate.  | understanding and successful completion of this course will be added.   | This assignment was moved to the end of the class to allow more time for the acquisition of student knowledge in this area, but there was a significant decrease in student success rate. |                          |
|                  |        | SLO #3   | Facilitate and develop a partnership with the family that respects their knowledge of and concern for their child.  | All student participated in the discussion question for a 100% completion rate.  | This inclusion is important for students to see the connection between school to home for students. I will continue to include these discussion component and add supplement material and videos that aid in further examples for student to see and make real life connections with.   | The addition of the family/community component to the discussion group has allowed student to see the connection and its importance. 15/15 students participate in the group discussions. |                          |
| CHLD 49          | SLO #2 | Design implement and evaluate curriculum activities that are based on observation and assessment of young children. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children. | Of the 19 students – 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.  | This is a capstone course and provides students with mentoring as they work/volunteer in the classroom working with young children and other teachers. This course offers the students hands on interaction of implementing their knowledge with curriculum, lesson planning, and engagement with the children through the creativity of the activities they have developed. | 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.<br><br>Student Success – Of the 19 students – 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.<br><br>Student Retention: there were 22 students who originally started this class – 2 students were dropped due to lack of submission of work after the first census submission. This left 20 students active in the class. Of the 20 students – 1 student requested an incomplete at this time due to personal issues that have affected her hours in the classroom. This has resulted in 95% completion rate. |   |                          |
|                  |        | SLO #3   | Critically assesses one's own   | Of the 19 students – 89% successfully  | This is an important  | There were no changes made as   |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |         | SLO #3 | teaching experiences to guide and inform practice by applying a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.  | completed this assignment, 11 % of the 19 students did not submit this assignment.   | component of this class. The information that is included in the portfolio indicates their knowledge and understanding of early childhood development.   | portfolios provide students the ability to show case their knowledge and understanding in working with young children and their families. This assignment is a necessary component in this class.<br><br>A decrease of 5% from when this courses was previously taught.  |                          |
|                  | CHLD 80 | SLO #1 | Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.  | Student Success – Of the 19 students - 100% of the students were successful in completing their practicum hours and receiving an evaluation grading rubric from their mentor that provided good feedback as to the their interaction in the classroom. | This is a capstone course that allows for students the opportunity to demonstrate the knowledge they have acquired in other courses in the classroom environment under the supervision of their mentor.<br><br>This assessment method will continue to be used in the future as the mentor of the students is the person who observes, advises, and guides the practicum student on the days they volunteer. When it is an online class I am unable to observe and rely heavily on the information from the mentors. | There were no changes made from the previous time this course was taught. This is a key evaluation of the student as their mentor is in the classroom with them and continually is observing them and providing feedback to their interactions etc.<br><br>With the student who at this time has requested an incomplete this results in a slight decrease of student success as compared to the previous time this course was taught with 100% student success. |                          |
|                  |         | SLO #2 | Design implement and evaluate curriculum activities that are based on observation and assessment of young children. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to | Student Success – Of the 19 students – 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.   | This is a capstone course and provides students with mentoring as they work/volunteer in the classroom working with young children and other teachers. This course offers the students hands on interaction of implementing their knowledge with   | Students were required to submit short video clips of them completing activities that they had developed. This provided me the opportunity to view and listen to their engagement with the children on a weekly basis. This component will definitely be used the next time this class is taught.<br><br>With the student who at this time has requested an incomplete this results in a   |                          |

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|                  |          | SLO #2 | improve teaching practices for all children.   | Student Success – Of the 19 students – 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.  | curriculum, lesson planning, and engagement with the children through the creativity of the activities they have developed.   | slight decrease of student success as compared to the previous time this course was taught with 100% student success.  |                          |
|                  |          | SLO #3 | Critically assesses one’s own teaching experiences to guide and inform practice by applying a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.   | Student success – Of the 19 students – 89% successfully completed this assignment, 11 % of the 19 students did not submit this assignment.  | This is an important component of this class. The information that is included in the portfolio indicates their knowledge and understanding of early childhood development. | There were no changes made as portfolios provide students the ability to show case their knowledge and understanding in working with young children and their families. This assignment is a necessary component in this class.<br><br>A decrease of 5% from when this courses was previously taught.  |                          |
|                  | COMM 160 | SLO #1 | Students will demonstrate competence using the Four (4) Step Arithmetic Problem Solving System, including ID of the problem, set-up of the problem, solving the problem and checking the answer to the question asked. | 67 students fully understood the Problem Solving through the use of the 4 step process. 25 students developed skills to increase their scores from 0 - +9 points which would equal 80% effectiveness. Another 25 students demonstrated 90% effectiveness and another 17 students demonstrated a 91%- 100% in their testing. All students improved with 25 students or 42% attaining a score of 110 or greater on the AFCT Test.                         | The data indicates that for the majority of students, and in most respects all the students, a continuation of current practice is indicated.                               | The number of practice tests was increased to help understanding of word problems in math which resulted in no failures in understanding.  |                          |
|                  |          | SLO #2 | Students will demonstrate proficiency using context, narrowing, or root words to select vocabulary choices.  | 67 students understood the different approaches to learning vocabulary. 15 students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another 30 students demonstrated 90% effectiveness and another 22 students demonstrated a 91% - 100% in their vocabulary/word knowledge testing. All students improved with 34 students or 50% attaining the 110% or greater on the AFCT Test | The data indicates that for the majority of students and in most respects all the students, a continuation of current practice is indicated.                                | !The number of practice tests and lessons involving root words was increased and helped in the students understanding of how to look at a word and decide a synonym for the word. This method helped in their understanding of words especially for those with English as a second language. This combined with continued reinforcement of seeing and learning new vocabulary 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  | No changes planned.   | No changes as students demonstrated a knowledge as to how to differentiate the different types of questions to the   |                          |

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|                  |          | SLO #3 | Students will demonstrate comprehension proficiency.   | stated, non-stated, implied, and reference questions involving what the paragraph and accompanying questions asked for.   | No changes planned.   | paragraphs that they were reading.   |                          |
|                  | COSM 50A | SLO #1 | Perform the Board of Barbering and Cosmetology approved customer safety and general disinfection/ sanitation procedures in the work place. | <p>COSM 50A - Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies , and exams – 82% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 17 students:<br/> A= 2    D=1<br/> B=6    F=2<br/> C=6</p> <p>Decreased pass rate attributed to incomplete homework assignments didn’t purchase textbook, missed quizzes, missed final examinations, low scores, and excessive absences.</p> | Reinforce to learners that consumer protection and safety is paramount; it is important that cosmetology learners acquire knowledge, understanding, skills, and competent practice in the prevention of diseases. | Establish motivational conditions for learners by creating an atmosphere where learners feel connected, creating a challenging and engaging educational experiences that fosters critical thinking, self-confidence, and problem-solving. Identify strengths and weaknesses of coursework through student survey form. Flashcards have been incorporated into the coursework to enhance student learning and vocabulary retention. |                          |
|                  |          |        |  | <p>COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 86% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 7 students: “A “ (2 )    “C” (4)    “F” (1)</p>  | Reinforce to learners that consumer protection and safety is paramount; it is important that cosmetology learners acquire knowledge, understanding, skills, and competent practice in the prevention of diseases. | Establish motivational conditions for learners by creating an atmosphere where learners feel connected, creating a challenging and engaging educational experiences that fosters critical thinking, self-confidence, and problem-solving. Identify strengths and weaknesses of coursework through student survey form. Flashcards have been incorporated into the coursework to enhance student learning and vocabulary retention. |                          |
|                  |          | SLO #2 | Practice effective communication skills, professional appearance, and proper grooming.   | <p>COSM 50A – Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies , and exams – 82% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 17 students:<br/> A= 2    D=1<br/> B=6    F=2<br/> C=6</p> <p>Decreased pass rate attributed to incomplete homework assignments didn’t purchase textbook, missed quizzes, missed final examinations, low scores, and</p>                     | 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.  |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
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|                  |          | SLO #2 | Practice effective communication skills, professional appearance, and proper grooming.                | excessive absences.  | 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.                      |                          |
|                  |          |        |   | COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 86% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 7 students: “A “ (2 ) “C” (4) “F” (1)  | Construction of a soft skills rubric that further details the expectations of learners to further build on handling conflict management, assertiveness, and presentation. | Constructing a classroom environment that fosters critical thinking, self-confidence, and problem-solving continues to be a measure in effective communication.                      |                          |
|                  |          | SLO #3 | Perform basic manipulative skills in the subject of hairstyling and shaping.                          | COSM 50A - Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies , and exams – 82% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 17 students:<br>A= 2 D=1<br>B=6 F=2<br>C=6<br>Decreased pass rate attributed to incomplete homework assignments didn’t purchase textbook, missed quizzes, missed final examinations, low scores, and excessive absences. | Develop a systematic process that assists beginning learners to mimic skills and that are mandated by the Board of Barbering and Cosmetology.                             |  |                          |
|                  |          |        |   | COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 86% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 7 students: “A “ (2 ) “C” (4) “F” (1)  | Develop a systematic process that assists beginning learners to mimic skills and that are mandated by the Board of Barbering and Cosmetology.                             | Reinforce step-by-step demonstration in hair design and principles of hairstyling. Reinvent a rubric that will outline the skills necessary to achieve successful assessment scores. |                          |
|                  | COSM 50B | SLO #1 | Student will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and | COSM 50B Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 57% of students successfully  | Faculty will continue to provide an understanding of theoretical and practical aspect of cosmetology;   | Students will be informed concerning their learning progress. Remediation will be provided for students not achieving the intended learning.   |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  | COSM 50B | SLO #1 | fundamental skills of haircutting to pass the State of California Cosmetology licensing exam.  | completed the required coursework with a "C" or better- Classroom enrollment of 7 students:<br>A= 0      B=3      F=2<br>C=1      D=1<br>Decreased pass rate attributed to incomplete haircutting assessments, low exam/quiz scores and excessive absences.   | illustrating to learners 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.  |                          |
|                  |          |        |  | COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 73% of students successfully completed the required coursework with a "C" or better – Classroom enrollment of 11 students: "A" (4) "B" (4) "F" (3)  | Faculty will continue to provide an understanding of theoretical and practical aspect of cosmetology; illustrating to learners technical skills that will make them successful cosmetology professionals. | Students will be informed concerning their learning progress. Remediation will be provided for students not achieving the intended learning.  |                          |
|                  |          | SLO #2 | Student will demonstrate sufficient knowledge and competency in understanding hair analysis, hair structure, hair texture, proper shampooing, and different types of hair loss and causes. | COSM 50B Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 57% of students successfully completed the required coursework with a "C" or better- Classroom enrollment of 7 students:<br>A= 0      B=3      F=2<br>C=1      D=1<br>Decreased pass rate attributed to incomplete haircutting assessments, low exam/quiz scores and excessive absences. | 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. |                          |
|                  |          |        |  | COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 73% of students successfully completed the required coursework with a "C" or better – Classroom enrollment of 11 students: "A" (4) "B" (4) "F" (3)  | 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 Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 57% of students successfully completed the required coursework with a "C" or better- Classroom enrollment of 7 students:   | Incorporate audio and video tape protocols that allows learners to observe each other in demonstrations and critique their skills. Participation in group   | Continue to encourage class participation to promote effective learning outcomes. Observation remains ongoing to encourage performance skills and learning outcomes.  |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan | Follow-Up | Conclusions & Next Steps   |   |
|------------------|----------|--------|---|--|-----------------|-----------|--|---|
|                  |          | SLO #3 | Student will be able to communicate factors relevant in a successful client consultation.   | A= 0<br>C=1<br>Decreased pass rate attributed to incomplete haircutting assessments, low exam/quiz scores and excessive absences.  | B=3<br>D=1      | F=2       | 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 50B students demonstrated performance skills required by Board of Cosmetology competencies – 73% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 11 students: “A” (4) “B” (4) “F” (3)                 |                 |           | 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. | COSM 50C Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 1 students:<br>A=1<br>C=0 | B=0<br>D=0      | F=0       | 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. |
|                  |          |        |   | COSM 50C Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 5 students:<br>A=1<br>C=1 | B=4<br>D=0      | F=0       | 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                                   | COSM 50C Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 1                         |                 |           | Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes.  | No changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the 21st century workplace.  |



| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|---|--------------------------|
|                  |    | SLO #2 | outline from the Board of Barbering and Cosmetology Performance Criteria for licensing.   | students:<br>A=1 B=0<br>C=0 D=0 F=0  | Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs are safely.  | No changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the 21st century workplace.  |                          |
|                  |    |        |   | COSM 50C Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 5 students:<br>A=0 B=4<br>C=1 D=0 F=0 | Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes.<br>Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs are safely. | No changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the 21st century workplace.  |                          |
|                  |    | SLO #3 | Students will successfully determine their client’s hair coloring needs using salon terminology, and to communicate with diplomatically with clients using customer service skills. | COSM 50C Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 1 students:<br>A=1 B=0<br>C=0 D=0 F=0 | There are no changes assigned for the next semester. The pedagogy exercised in the coursework remains effective. Through observation of assessments, learners develop the ability to draw reasonable inferences from observations and exercise problem-solving skills.                   | No changes made from previous assessment; the effectiveness of the assessment methods is reflected in the student’s “A” grade for the session. Understanding problem-solving situations that students will encounter in the real-world workplace incorporates critical thinking tools.        |                          |
|                  |    |        |   | COSM 50C Spring 2014 Chapter reviews, performance skill checklist of Board of Cosmetology mandated competencies, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 5 students:<br>A=0 B=4<br>C=1 D=0 F=0 | There are no changes assigned for the next semester. The pedagogy exercised in the coursework remains effective. Through observation of assessments, learners develop the ability to draw reasonable inferences from observations and exercise problem-solving skills.                   | No changes made from previous assessment; the effectiveness of the assessment methods is reflected in the student’s “B” & “C” grades for the session. Understanding problem-solving situations that students will encounter in the real-world workplace incorporates critical thinking tools. |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----------|--------|--|--|--|--|--------------------------|
|                  | 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.   | <p>COSM 51A- Spring 2014-Chapter reviews, projects, performance skill checklist of Board of Cosmetology mandated competencies, and exams –88% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 8 students:<br/> A=3      B=3<br/> C=1      D=0   F=1</p> <p>The student with the “F” grade did not completed the mock assessment, quiz #4, and final exam. Lack of attendance greatly attributed to the lack of success.</p> | <p>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.</p> | <p>The changes made in the coursework by the use of flashcards will enhance retention of terms to develop the abilities to test with confidence, and become computer literate. Continue to promote success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.</p> |                          |
|                  |          |        |  | <p>One students is enrolled in the course. Exams and quizzes are implemented detailing nail technology. The student enrolled successfully completed the required coursework with a “B” grade.</p> <ul style="list-style-type: none"> <li>A=0      B=1      C=0      D=0<br/> F=0</li> </ul>  | <p>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.</p> | <p>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.</p>                                 |                          |
|                  |          | 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 | <p>COSM 51A- Spring 2014-Chapter reviews, projects, performance skill checklist of Board of Cosmetology mandated competencies, and exams –88% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 8 students:<br/> A=3      B=3<br/> C=1      D=0   F=1</p>   | <p>Continue to strive to provide quality instruction synchronized with the Board of Cosmetology rules and regulation to ensure effective learning and student success. Provide teaching strategies that will keep learners</p>   | <p>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</p>   |                          |

| Reporting Period | ID   | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|------|--------|---|--|--|---|--------------------------|
|                  |      | SLO #2 | Performance Criteria for licensing.   | The student with the "F" grade did not completed the mock assessment, quiz #4, and final exam. Lack of attendance greatly attributed to the lack of success.   | engaged in the coursework.   | assignment. Encourage learners to engage in performance assessments for success in the coursework.  |                          |
|                  |      |        |   | <p>One students is enrolled in the course. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. One student enrolled successfully completed the required coursework with a "B" grade.</p> <ul style="list-style-type: none"> <li>A=0 B=1 C=0 D=1 F=0</li> </ul>  | <p>Continue to strive to provide quality instruction synchronized with the Board of Cosmetology rules and regulation to ensure effective learning and student success. Provide teaching strategies that will keep learners engaged in the coursework.</p>                                | <p>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 assessments for success in the coursework.</p> |                          |
|                  |      | SLO #3 | Students will illustrate understanding and competency in Acrylic (Methacrylate) nail application. | <p>COSM 51A- Spring 2014-Chapter reviews, projects, performance skill checklist of Board of Cosmetology mandated competencies, and exams –88% of students successfully completed the required coursework with a "C" or better- Classroom enrollment of 8 students:<br/>A=3 B=3<br/>C=1 D=0 F=1</p> <p>The student with the "F" grade did not completed the mock assessment, quiz #4, and final exam. Lack of attendance greatly attributed to the lack of success.</p> | <p>Faculty will articulate knowledge of the chemistry and proper procedure for performing successful artificial enhancement services skillfully. Strive for learning outcomes that are attainable by the students, using appropriate material and effective methods of instructions.</p> | <p>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.</p>   |                          |
|                  |      |        |   | <p>The final capstone in the coursework entails an activity that demonstrates proficiency in acrylic enhancements. Practicum of nail technology prepares the student for licensing. One student enrolled successfully completed the required coursework with a "B" grade.</p>  | <p>Faculty will articulate knowledge of the chemistry and proper procedure for performing successful artificial enhancement services skillfully. Strive for learning outcomes that are attainable by the students, using appropriate material and effective methods of instructions.</p> | <p>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.</p>   |                          |
|                  | COSM | SLO #1 | Students will demonstrate   | Career portfolio is an accumulation of   | Encourage active   | The students achieved high grades due   |                          |

| Reporting Period | ID  | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|-----|--------|--|---|--|--|--------------------------|
|                  | 51C | SLO #1 | sufficient proficiency of cosmetology technical operations, manipulative and analytical skills in developing and operating a Salon Business.   | <p>relevant documents to showcase learner's accomplishments, skills, and abilities. It is used as a marketing tool in selling themselves in the beauty industry. Five students were enrolled in this course, after the second census was posted one student dropped due to external factors. Four students successfully completed the required coursework with a "B" and "C" grades:</p> <ul style="list-style-type: none"> <li>A=0      B=2      C=2      D=0</li> <li>F=0</li> </ul> <p>All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners.</p> | <p>participation and completion of all theoretical and practicum assignments that prepares learners to think critically and understand the workplace dynamics.</p>   | <p>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.</p>   |                          |
|                  |     |        |  | <p>COSM 51C Fall 2014 Chapter reviews, and exams – 100% of students successfully completed the required coursework with a "C" or better- Classroom enrollment of 5 students:</p> <p>A=1      B=2<br/>C=2      D=0      F=0</p> <p>All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners.</p>   | <p>Encourage active participation and completion of research assignments that prepares learners to think critically and understand the workplace they will be entering.</p>  | <p>There are no changes scheduled for this course. The students achieved high grades due to their self-direction in the coursework.</p>  |                          |
|                  |     | 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>COSM 51C Fall 2014 Chapter reviews, and exams – 100% of students successfully completed the required coursework with a "C" or better- Classroom enrollment of 5 students:</p> <p>A=1      B=2<br/>C=2      D=0      F=0</p> <p>All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners.</p>   | <p>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</p> | <p>The changes made from previous assessments will be to enhance communication skills to develop the abilities to a) speak intelligently with confidence, b) listen with discernment, and c) be computer literate. Continue to promote success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.</p> |                          |

| 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. | <p>COSM 51C Fall 2014 Chapter reviews, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 5 students:</p> <p>A=1      B=2<br/>C=2      D=0   F=0</p> <p>All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners.</p>  | the information to affirm or improve the cosmetology program.  | The changes made from previous assessments will be to enhance communication skills to develop the abilities to a) speak intelligently with confidence, b) listen with discernment, and c) be computer literate. Continue to promote success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course. |                          |
|                  |    |        |  | <p>The resume and cover letters activity was successfully completed by four students enrolled in the course that contributed to effective employment tools. Prior to the second census there were five students enrolled, but one dropped due to external factors. The four enrolled students achieved “B” and “C” grades:</p> <ul style="list-style-type: none"> <li>•            A=0      B=2</li> <li>•            C=2      D=0   F=0</li> </ul> | Faculty will continue to align the student learning outcomes to the needs of prospective employment. Focusing on the needs of the industry is important in preparing students for the workforce. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program. | The changes made from previous assessments develop marketing communication by writing effective resume and cover letters. The results of the resume and cover letter created enthusiasm, therefore, motivated student’s eagerness in the project. 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.  | <p>COSM 51C Fall 2014 Chapter reviews, and exams – 100% of students successfully completed the required coursework with a “C” or better- Classroom enrollment of 5 students:</p> <p>A=1      B=2<br/>C=2      D=0   F=0</p> <p>All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners.</p>  | 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.  | There are no changes scheduled for this course. The students achieved high grades due to their self-direction in the coursework.  |                          |
|                  |    |        |  | <p>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.</p>  | Learners develop a handful of useful techniques that are relevant in their careers and lives. Connecting learning to the real world by illustrating  | There are no changes scheduled for this course. The students achieved high grades due to their self-direction in the coursework. The students developed verbal and written communication skills, A) speak intelligently with confidence, B)   |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|---|---|--|--|--------------------------|
|                  |         |        |   | <ul style="list-style-type: none"> <li>A=0 B=2</li> <li>C=2 D=0 F=0</li> </ul> <p>All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of all learners. Five students were enrolled in this course, after the second census was posted one student dropped due to external factors.</p>   | <p>real-life scenarios is imperative in cosmetology skills, therefore, instructors employ methods that engage the beauty professional. Faculty will continue to align the student learning outcomes to the mandates of the Board of Barbering and Cosmetology. Interactive cosmetology skills demonstrated by students achieve the desired results of success for students when tested by the cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.</p> | <p>listen with discernment, and C) be computer literate. Continue to promote success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.</p> |                          |
|                  | COSM 52 | SLO #1 | Upon successful completion of this course student will have achieved sufficient proficiency of Cosmetology operations to pass the Board of Barbering and Cosmetology Licensing state exams. | Performance skill checklist of the Board of Cosmetology mandated competencies are executed weekly. Seven students are enrolled in the course with five audit no grade/credit students. Six students (86%) successfully completed the required coursework with a "C" or better. One student received "D" grade; lack completion of a quiz, homework, and mock assessment. Four Audit no grade/credit students with a total of eleven students in the course. | Faculty will provide quality instruction, synchronized with the Board of Cosmetology rules and regulation to ensure effective learning and student success. Faculty will ensure the curriculum is corresponding with the Board of Cosmetology regulations.   | No changes made to assessments; continue to exhibit the Board of Barbering and Cosmetology mandates for licensing.   |                          |
|                  |         | SLO #2 | Sufficient knowledge of Cosmetology theoretical principles, rules, regulation and performance criteria to pass the Board of Barbering and Cosmetology Licensing state exams.                | Exams and quizzes are implemented weekly. Seven students are enrolled in the course with five audit no grade/credit students. Six students (86%) successfully completed the required coursework with two "B's", four "C's". One student received "D" grade; lack completion of a quiz, homework, and mock assessment.   | Faculty will provide quality instruction, synchronized with the Board of Cosmetology rules and regulation to ensure effective learning and student success. Faculty will ensure the curriculum   | No changes made to assessments; continue to exhibit the Board of Barbering and Cosmetology mandates for licensing.   |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|--|--|---|--|--------------------------|
|                  |    | SLO #2 | Sufficient knowledge of Cosmetology theoretical principles, rules, regulation and performance criteria to pass the Board of Barbering and Cosmetology Licensing state exams. | Four Audit no grade/credit students with a total of eleven students in the course.<br><ul style="list-style-type: none"> <li>A=0 B=2 Audit-No grade/credit= 4 C=4 D=1 F=0</li> </ul> | is corresponding with the Board of Cosmetology regulations.   | No changes made to assessments; continue to exhibit the Board of Barbering and Cosmetology mandates for licensing. |                          |
| ECON 2           |    | SLO #1 | Incorporation of Business Planning utilizing Microeconomics principles.  | All students provided an essay on all three SLOs.  | Concerns: Having a class from 3:00 pm to 4:15 p.m. is somewhat difficult for some students who have jobs or are on athletic teams. They are forced to leave class early. Also, several students did not obtain textbooks due to cost issues.<br>I arrive 1.5 hours ahead of class time to provide any assistance required by my students. Only two students used this opportunity and only one time each. | Encouraged students to present written reports on current economic events weekly.                                  |                          |
|                  |    |        |  | From Moodle Grade book   | Moodle seems to help because it allows me to get the students grades done quickly so students know where they are heading from the beginning throughout the term. That has been a PLUS. Before Moodle this assessment I was able to do but the other assessments in 2 and 3 were very time consuming and not as precise which I am grateful that Moodle and its grade book I can now use.                 | We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher.                           |                          |
|                  |    | SLO #2 | Comprehension of marketing strategies for small business development.  | All students provided an essay on all three SLOs.  |   |  |                          |
|                  |    |        |  | All students provided an essay on all three  | It should be suggested to   | Encouraged students to present written   |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|--|--|---|---|--------------------------|
|                  |          |        |  | SLOs.  | students that classwork comes first before outside activities such as volunteering for ASB or Sports so as not to interfere with the main reason for going to college. I have encouraged students to obtain articles on business and present the articles to class. I started something new this semester which was very successful and should be continued. I encouraged open discussions on each chapter topic and how the text applies to real world economic activity, not just theoretical concepts. | reports on current economic events weekly.  |                          |
|                  |          | SLO #3 | Understanding and inclusion of "explicit" and "implicit" costing strategies into business plan.  | All students provided an essay on all three SLO's  | At the end of each chapter there are "key words" that help with the understanding of the chapter. "Key words" from each chapter are required homework for students to encourage them to read the textbook. Most do this work and receive credit for completing this task.   | Encouraged all students to present written report on current economic events.                               |                          |
|                  | ELCT 70B | SLO #1 | The student will be able to explain the proper application of fasteners relating to the electrical industry.   | Over 80% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses.  | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  |          | SLO #2 | The student will be able to explain the relationship between voltage, current, resistance and power and be able to calculate each type in a circuit. | Over 80% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly  | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |



| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|--|--|--|---|--------------------------|
|                  |          | SLO #2 | The student will be able to explain the relationship between voltage, current, resistance and power and be able to calculate each type in a circuit. | Over 80% of the class had a "B" or better and the remainder missed or did not complete the final exam. | affect the structure for the ELCT 70 series of courses.  | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  |          | SLO #3 | The student will be able to differentiate between series and parallel circuits and calculate resistance and capacitance in each type circuit.        | Over 80% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses. | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  | ELCT 70C | SLO #1 | The student will understand the proper usage of various electrical test equipment.   | Over 75% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses. | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  |          | SLO #2 | The student will understand the purpose and necessity of the NEC, NEMA and NFPA and how they relate to electrical safety.                            | Over 75% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses. |   |                          |
|                  |          | SLO #3 | The student will understand the numbering system and insulation ratings of conductors used in the electrical industry.                               | Over 75% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses. | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  | ELCT 70D | SLO #1 | The student will understand the various formats, views and usage of electrical blueprints.   | Over 60% of the class had a "B" or better and the remainder missed or did not complete the final exam. | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly   | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|--|---|--|---|--------------------------|
|                  | ELCT 70D | SLO #1 | The student will understand the various formats, views and usage of electrical blueprints.             | Over 60% of the class had a "B" or better and the remainder missed or did not complete the final exam.  | affect the structure for the ELCT 70 series of courses.  | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  |          | SLO #2 | The student will understand grounding and bonding requirements for safety in electrical installations. | Over 60% of the class had a "B" or better and the remainder missed or did not complete the final exam.  | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses.   | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  |          | SLO #3 | The student will understand the proper wiring methods for residential and commercial installations.    | Over 60% of the class had a "B" or better and the remainder missed or did not complete the final exam.  | The "Capstone" course (ELCT 70E) needs to be run to establish the effectiveness of this course. Data from an ELCT 70E course will directly affect the structure for the ELCT 70 series of courses.   | Feedback from students, test scores and discussion results would indicate no changes required at this time. |                          |
|                  | ENGL 101 | SLO #1 | Students will improve as writers in simple writing and fixing grammatical errors in sentences.         | ____17__ of students completed the class. Of the students who completed the class, _100_ % successfully met this SLO. Pass rate attributed to high student participation. The students that did not succeed dropped the class or did not take the final exam. | Based on the data shown above, it indicates that it was a very successful semester for the students. I will continue to have them produce writing samples, give them a pre and post assessment, objective exams and quizzes. I will also continue to give them collaborative activities, such as peer editing to help them see the different ways of writing. Peer editing will also give an opportunity to discuss grammar in application. Students will get many opportunities to analyze grammar and use it in their writing. I will continue to give students feedback (both formal and informal). Students have different |   |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|--|--|---|---|--------------------------|
|                  | ENGL 101 | SLO #1 | Students will improve as writers in simple writing and fixing grammatical errors in sentences.   | <p>___17___ of students completed the class. Of the students who completed the class, ___100___ % successfully met this SLO. Pass rate attributed to high student participation. The students that did not succeed dropped the class or did not take the final exam.</p> | styles of learning. I will, therefore, make sure to assess their learning styles to better know how to instruct them. This will make their learning more fun and effective.   |   |                          |
|                  |          |        |  | 100% of the students demonstrated the ability to write simple sentences, understanding the subject/verb relationship. 87% were able to write more complex sentences with only minimal errors in spelling.  | No changes are planned.   | No changes were made as I have found this assessment to be valid and effective.   |                          |
|                  |          |        |  | 90 of the pretest, midterm and posttest essays and objective final exams revealed a marked improvement in proofreading and fixing grammatical mistakes.  | Since in spring of 2015 I will only be teaching on Moodle and I only teach ENGL 50, 1A, 1B, 1C , 2 and 4 online, I will not be teaching this class again at BCC.  | I had an outstanding ENGL 101 class this year. The students were very attentive and gifted and caught on right away to the importance of SLO1 to their writing improvement. The students paid close attention to guided practice, online practice and in Q and A sessions responded with accuracy. The attendance in this class was exemplary. As a consequence, they all learned a great deal about proofing for errors in exercises and in their own writing and how to fix these mistakes. |                          |
|                  |          |        |  | Objective achievement test and writing test were administered. The majority (70% +) demonstrated mastery of materials covered (70% +) in terms of grammar, spelling and paragraph organization.  | Less time spent on each grammar category to allow more comprehensive grammar coverage.  | More comprehensive coverage of basic sentence skills – additional grammar categories: parallelism and faulty/dangling modifiers.  |                          |
|                  |          | 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. | <p>___17___ of students completed the class. Of the students who completed the class, ___100___ % successfully met this SLO. Pass rate attributed to high student participation. The students that did not succeed dropped the class or did not take the final.</p>      | Based on the data shown above, it indicates that it was a very successful semester for the students. I will continue to give students prompts where they have a chance to respond. Students will continue to provide me with samples of paragraphs to show that |   |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|--|---|--|--|--------------------------|
|                  |    | 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. | <p>___17___ of students completed the class. Of the students who completed the class, ___100___ % successfully met this SLO. Pass rate attributed to high student participation. The students that did not succeed dropped the class or did not take the final.</p> | <p>they understand the paragraph structure, while clearly responding to the prompt. Students will also do peer editing. This will give them a chance to apply the grammar that they have learned in class. I will be there to coach and direct them. They will use their comprehension strategies to understand and respond to the prompts properly and accurately. They will have many opportunities to apply their comprehension strategies to respond to their prompts. They will also take objective exams and quizzes. I will continue to give feedback (both formal and informal). I will also continue to give them collaborative activities. Students have different styles of learning. I will, therefore, make sure to assess their learning styles to better know how to instruct them. This will make their learning more fun and effective.</p> |  |                          |
|                  |    |        |  | <p>80% of the pretest essay, posttest essays, and essay practices showed a clear response to the prompt, writing a position or stance paragraph in good form with few grammatical mistakes.</p>   | <p>Since in spring of 2015 I will only be teaching on Moodle and I only teach ENGL 50, 1A, 1B, 1C, 2 and 4 online, I will not be teaching this class again at BCC.</p>   | <p>The students in ENGL 101 usually struggle with SLO 2. Understanding the sophistication of writing paragraphs in response to a persuasive essay is difficult for ENGL 101 students at first. I require that my 101 students pass their 3-paragraph portfolio (consisting of 3 final draft paragraphs in good form with few grammatical errors, 3 rough drafts, 3 brainstorm, 3 outlines, with a cover letter explaining their strengths and weaknesses as a writer). The students in</p> |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|---|---|--|---|--------------------------|
|                  |          |        |   | 80% of the pretest essay, posttest essays, and essay practices showed a clear response to the prompt, writing a position or stance paragraph in good form with few grammatical mistakes.        | Since in spring of 2015 I will only be teaching on Moodle and I only teach ENGL 50, 1A, 1B, 1C , 2 and 4 online, I will not be teaching this class again at BCC. | this class did well but not as well as the students in my ENGL 101 last spring 2013. The coursework that included reading the textbook, lecture, guided practice and group and solo exercises did not work very well this semester. |                          |
|                  |          |        |   | More than 90% were able to respond appropriately to prompt and more than 70% were able to provide satisfactory support, examples, concrete details etc.   | More time spent on paragraph organization and the use of scratch outlines.   | More focus on students providing support/evidence.  |                          |
|                  |          |        |   | 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            | No changes are planned to pedagogy as what I am doing now works well.  | No changes were made to previous assessments and results as they work well.   |                          |
|                  | ENGL 102 | SLO #1 | Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs.  | 100% of students showed marked improvement in revision phase of essay.  | ELL students do much better when given additional (ELL specific) instruction with examples.  | Revision followed intensive lecture and examples.   |                          |
|                  |          |        |   | 82% of the students who partook in the quiz passed.   | I plan to include more grammar exercises and quizzes next semester.  |   |                          |
|                  |          |        |   | Objective achievement test and writing test were administered. The majority (70% +) demonstrated mastery of materials covered (70% +) in terms of grammar, spelling and paragraph organization. | More focus on in-class writing assignments. Students may be allowed extra time outside of class to complete in-class assignments, though.                        | More in-class discussion prior to in-class writing assignments. Seemed to help students respond to prompts and provide support for their ideas.   |                          |
|                  |          |        |   | Students were able to write cohesive paragraphs that stayed on topic with minimal errors  | No changes planned, request access to the computer lab more consistently to ddl paper formatting and research skills to be added.                                |   |                          |
|                  |          | SLO #2 | Students will be able to read short prompt and write a clear focused paragraph response – response should show clear understanding of paragraph structure, clearly respond to prompt and have few grammatical errors. | 82% of the students completed the assignment and passed. 18% failed to submit the assignment or adhere to its requirements.   | More in-class group brainstorming and paragraphs using a greater variety of prompts.   |   |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|---|--------------------------|
|                  |         |        |  | All students were able to write a series of paragraphs that works together to explain a point.   | No changes planned. Both myself and the students respond well to this method.  | No changes, this system works. All students did acceptable work.  |                          |
|                  |         |        |  | Average score of 83%   | This worked well. I will be seeking more student-interest topics   | Attempted to find a topic that would spark interest   |                          |
|                  |         |        |  | More than 90% were able to respond appropriately to prompt and more than 70% were able to provide satisfactory support, examples, concrete details etc.                                      | Even more instruction in providing support using sample and student essays.  | Students were given more instruction in providing support for ideas and this seemed to help.  |                          |
|                  |         |        |  | Questions elicited oral, then written responses. Responses were thoughtful as well as coherent and cohesive.   | Incorporate more short readings that are relevant to the core group.   | Incorporated short readings that pertained to the military environment, which invested the students.  |                          |
|                  |         | SLO #3 | Given a paragraph sample, students will be able to apply knowledge of paragraph structure to determine elements of paragraph.                                | 92% of participating students succeeded in recognizing elements of a paragraph.  | None   |   |                          |
|                  |         |        |  | All students who remained in the class demonstrated understanding of paragraph structure including transitions from one paragraph to the next.   | None. The students are doing well under this method.   | None. The current pedagogy works.   |                          |
|                  |         |        |  | Average score 86%  | More practice work assignments planned   | Took more days to review for final.   |                          |
|                  |         |        |  | In-class writing and exercises showed improvement in paragraph structure and organization.   | Group exercises putting together sample paragraphs.  | More exercises putting together sample paragraphs, additional instruction in paragraph organization: student paragraphs were improved in terms of structure/organization.   |                          |
|                  | 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. | 80% of diagnostic, midterm and final essays and midterm and final projects reflect an understanding of interpreting college level texts and writing essays using essay genres and strategies | What the above collected data indicates and changes in pedagogy we plan to make next semester: In spring 2015 (if I am teaching ENGL 1A on Moodle), I intend to give more encouragement to the students to ask me or others for after-hours help with proofreading, editing and revising their expository writing. | My ENGL 1A 9-week course students grasped the principles of the essay genres and writing and analysis strategies for the most part; this group of students was not as quick to pick up on the writing improvement strategies. I did have a number of students who spoke more than one language and they were encouraged to speak with Jill Murphy and with the tutors in the tutoring center to get help with jagged syntax. I also encouraged students to see me during office hours for help with |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|---|--------------------------|
|                  | 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. | 80% of diagnostic, midterm and final essays and midterm and final projects reflect an understanding of interpreting college level texts and writing essays using essay genres and strategies   | What the above collected data indicates and changes in pedagogy we plan to make next semester: In spring 2015 (if I am teaching ENGL 1A on Moodle), I intend to give more encouragement to the students to ask me or others for after-hours help with proofreading, editing and revising their expository writing. | revision and proofreading.  |                          |
|                  |         |        |  | 85% of 23 students on diagnostic, midterm and final essays and midterm and final projects reflect an understanding of interpreting college level texts and writing essays using essay genres and strategies. 15% of 23 students on diagnostic, midterm and final essays and midterm and final projects reflect incomprehension of text and essay genres. | In spring 2015 (if I am teaching ENGL 1A on Moodle), I intend to continue what I have been doing, including more encouragement to ask me or others for after-hours help with proofreading, editing and revising their expository writing.  | My ENGL 1A 9-week course students grasped the principles of the essay genres and writing and analysis strategies for the most part; this group of students was not as quick to pick up on the rhetorical genres and writing improvement strategies. My varied pedagogical techniques worked with most of this class; I did have a number of students who spoke more than one language and they were encouraged to speak with Jill Murphy and with the tutors in the tutoring center to get help with jagged syntax. |                          |
|                  |         |        |  | Of 26 students, 24 students turned in a literary analysis. 10 As, 7 Bs, and 7 Cs.  | The success students have with this assignment, which gives them close critical reading and analysis practice ensure that it will be assessed next semester  | The literary analysis was not previously analyzed.  |                          |
|                  |         |        |  | Of 26 students, only 20 turned in a literary analysis. 6 As, 8 Bs, 6 Cs.   | The success students have with this assignment, which gives them close critical reading and analysis practice ensure that it will be assessed next semester  | The literary analysis was not previously analyzed.  |                          |
|                  |         |        |  | Of 31 students, 27 turned in a literary analysis essay. 7 As, 13 Bs, 7 Cs.   | The success students have with this assignment, which gives them close critical reading and analysis practice ensure that it will  | The literary analysis has not been previously assessed  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|---|---|---|--------------------------|
|                  |    |        |   | Of 31 students, 27 turned in a literary analysis essay. 7 As, 13 Bs, 7 Cs.  | be assessed next semester   | The literary analysis has not been previously assessed  |                          |
|                  |    |        |   | Of the four assigned essays, as well as mid-term and final, 100% completed the course with a grade of B or better. Their success was due to intensive class discussion (participation) and emphasis on essay revision and close reading skills. | I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. This has resulted in an inclusion of current events which will develop student's sense of civic duty and personal responsibility regarding their ability to express editorial content and analysis of rhetorical content. | Because the class was roughly half of the first session, success rate was 25% better based on GPA. I have strengthened assignments (based on quizzes and mid-term/ final) resulting in targeted successes in remediation.   |                          |
|                  |    |        |   | Students scored 4.1 out of 5. Students are performing well in reading and analyzing a college-level article or essay and compose an essay in response that goes beyond a standard five-paragraph essay.   | Changes will depend on the hour of the class. If it is early, more preparation for the in-class final will be necessary.  | The assignments I chose for the final were the same this semester as in the previous assessment. Last assessment was of an 8:00 am class on-campus. Students seemed to be less successful at performing in-class tests during this early hour. The proctored format seems to have been more conducive to testing. |                          |
|                  |    | SLO #2 | Students will incorporate research into essays using MLA documentation style. | 18 As; 6 Bs; 3 Cs; 2 Ds; 0 Fs; 0 No Attempts. The median grade on MLA related questions was 3.86/4. The increase in correct answers shows that previous coverage of the MLA material has garnered favorable results.                            | Additional "mini" quizzes will be added into the new Moodle platform each week prior to midterm to flash quiz students on using MLA.  | I added MLA material earlier in the course before midterm.  |                          |
|                  |    |        |   | 26 of 26 students turned in their final paper. 8 As, 6 Bs, 7 Cs, 4 Ds, and 1 F  | I will be using the final paper next semester in the 1As and will have more data to work with to determine if the students are reaching their goals.  | The final paper was not previously assessed   |                          |
|                  |    |        |   | 3 students did not submit. 2 submitted and failed with D scores. 3 C scores. 9 B scores. 8 A scores. Thus, 78% completed assessment with a C or higher. 10% of the students failed to follow criteria identified                                | More time needs to be spent working with students on how to choose credible sources for a college level research  | There was a decrease of 5% student success from when the course was previously taught in the Spring. This is the second time to require this assignment.  |                          |



| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|---|--------------------------|
|                  |    |     |               | on the rubric and 12% of the students failed to submit the assignment.  | paper. I will incorporate practice exercises related to MLA format citations into the weekly discussion, so all students can see samples of acceptable sources and citations.  | There was a decrease of 5% student success from when the course was previously taught in the Spring. This is the second time to require this assignment.  |                          |
|                  |    |     |               | 70% of 23 students on the diagnostic, midterm and final essays and final research papers showed comprehension and application of research methods and correct MLA form and 30% of 23 students could not use MLA format correctly.               | In spring 2015 (if I am teaching ENGL 1A on Moodle), I intend to continue what I have been doing, including more encouragement to ask me or others for after-hours help with proofreading, editing and revising their expository writing.                  | My ENGL 1A 9-week course students grasped the principles of the essay genres and writing and analysis strategies for the most part; this group of students was not as quick to pick up on the rhetorical genres and writing improvement strategies. My varied pedagogical techniques worked with most of this class; I did have a number of students who spoke more than one language and they were encouraged to speak with Jill Murphy and with the tutors in the tutoring center to get help with jagged syntax. |                          |
|                  |    |     |               | Of 26 students, 25 turned in a final paper. 8 As, 5 Bs, 6 Cs, 2 Ds, and 5 Fs  | I will be using the final paper next semester in the 1As and will have more data to work with to determine if the students are reaching their goals.   | The final paper was not previously assessed   |                          |
|                  |    |     |               | Of 31 students, 28 turned in a final essay. 11 As, 6 Bs, 8 Cs, 2 Ds, and 1 F  | I will be using the final paper next semester in the 1As and will have more data to work with to determine if the students are reaching their goals.   | The final paper was not previously assessed   |                          |
|                  |    |     |               | Of the four assigned essays, as well as mid-term and final, 100% completed the course with a grade of B or better. Their success was due to intensive class discussion (participation) and emphasis on essay revision and close reading skills. | I will continue to rely on enumerated changes in pedagogy because they have emphasized what I believe will ensure stronger composition skills. I will continue to emphasize persuasion based on sharing their newly discovered civic duty as well as their | Students continue to improve on direct quotes and paraphrasing primary texts incorporating them into their essays. Because rhetoric is essentially persuasive in intention and purpose, a stronger emphasis on rhetorical strategies will continue to be emphasized to strengthen coherence and unity.  |                          |

| Reporting Period | ID     | SLO | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|-----|---|---|---|---|--------------------------|
|                  |        |     |   | Of the four assigned essays, as well as mid-term and final, 100% completed the course with a grade of B or better. Their success was due to intensive class discussion (participation) and emphasis on essay revision and close reading skills. | comprehension of current events which make their endeavor relevant to daily exigencies of life. Student's understanding, of the function of tone and audience awareness, will improve as it reflects their enthusiasm for defending or refuting world events. It also animates their participation in discussion.   | Students continue to improve on direct quotes and paraphrasing primary texts incorporating them into their essays. Because rhetoric is essentially persuasive in intention and purpose, a stronger emphasis on rhetorical strategies will continue to be emphasized to strengthen coherence and unity.  |                          |
|                  |        |     |   | Students scored an average of 4.03 out of 5. This indicates more than satisfactory performance in incorporating MLA format into essay #3  | Rather than testing students on MLA specific assignments, essay 3 was not accepted until it was in MLA format. This proved successful in stressing the importance of MLA format and of ensuring that students incorporated MLA format into their papers. Next semester, I will try the same and see how it works—not accept essay #3 until it is formatted properly.  |   |                          |
| ENGL 1B          | SLO #1 |     | Students will be able to read and analyze a short work of literature- a poem or a short, short story- and compose an essay that analyzes the meaning and structure of the work. | 90 % of the students in ENGL 1B online are able to adapt to the varying types of analysis, interpretation and criticism of the literary genres effectively in pre and post tests.   | What the above collected data indicates and changes in pedagogy we plan to make next semester: If I teach ENGL 1B in Spring 2015 on Moodle, I will utilize revision strategies as well as role modeling to assist students so that they can apply literary analysis skills to their writing. Most students in this class have never analyzed different types of literature so the students need extra time and extra help from me to learn how to use these skills. | The students in ENGL 1B for spring 2014 did a superior job on understanding and illustrating their comprehension of SLO 1 skills. They comprehended the ideas of analysis of expository and literary genres with much more alacrity than students in previous semesters at BCC. They excelled in the exercises and essays in terms of learning how to analyze, interpret and critique various forms of literature including the essay, the story, the novel, the play, and the poem. I allow the students to revise their assignments as many times as they wish to get the highest grade possible and this seems to work very effectively for online ENGL 1B students. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|---|---|---|--------------------------|
|                  |    | SLO #2 | Students will incorporate direct quotations from specific works of literature to strengthen points made about the works in their assigned essays. | 65% of the students in online ENGL 1B are able to incorporate MLA parenthetical citations and Works Cited into an essay or major paper.   | What the above collected data indicates and changes in pedagogy we plan to make next semester: If I teach ENGL 1B on Moodle starting in Spring 2015, I will have the students work on better chatroom erudition and manners. Also, I will revise the lessons so that the students get more practice and spend more time on SLO 2 when I teach this class in 2015 by having the students use MLA format in every lesson each week. | There is a definite disconnect for students between ENGL 50 and ENGL 1A skills and the ENGL 1B class. I do not know if the students taking ENGL 1B have not taken freshman composition as yet or have forgotten what they learned about MLA format in ENGL 50 and 1A or the equivalent classes at another college. I do a more elaborate review of MLA format now than I did before in my online ENGL 1B. Sadly, the shorter practices that were assigned using quotes from literature before the students attempt to use quotes in a more developed essay did not remediate the MLA problems completely. In my next ENGL 1B course, I plan to have the students use MLA format in all writings for every one of the 7 lessons. |                          |
| ENGL 1C          |    | SLO #1 | Students will evaluate readings for rhetorical appeals, bias, propaganda, and logical fallacies.  | Data shows that students are passing the assignment, scoring an average of 3.8/5 with a median of 3.9/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. | In keeping with the previous semester, there was a more focus on understanding biases and fallacies in the texts. This focus will be continued in the next class, with an additional assignment to see if we can crack into 4/5.  | The exams and assignments remained the same this semester as last. Student scores remained roughly the same.  |                          |
|                  |    |        |   | Nine weeks of Written Assignments posted on Discussion Boards were collected. 22 students successfully completed all nine weeks with an average score of 83%.   | The average score has remained similar. Changes to the weekly assignments and discussions will occur to more closely align with the Course Outline of Record and to assist students in mastering course concepts.   | No changes made from previous assessment.   |                          |
|                  |    |        |   | Nine weeks of Written Assignments posted on Discussion Boards were collected. 23 students successfully completed all nine weeks with a total of 761.70/900 points. 85% was the average score.                               | There is an increase in percentage points from the last course assessed and students are performing better. Based on changes to the Lessons, weekly   | Revised the weekly written assignment requirements to align with SLOs and allow for multiple opportunities for students to demonstrate knowledge.   |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|---|--|--------------------------|
|                  |    |     |               | Nine weeks of Written Assignments posted on Discussion Boards were collected. 23 students successfully completed all nine weeks with a total of 761.70/900 points. 85% was the average score. | written assignments, and support, changes will not occur for next semester.   | Revised the weekly written assignment requirements to align with SLOs and allow for multiple opportunities for students to demonstrate knowledge.  |                          |
|                  |    |     |               | Of 26 students, 22 turned in their fallacy essay. 6 As, 6 Bs, 7 Cs, and 3 Ds.   | I believe that perhaps the students in this class did not do as well as previous students or students in my other 1C class because the students in this class are high school students whose introduction to the critical thinking concepts, specifically fallacious reasoning, are brand new and difficult to tackle. I will look for more tools to present the information, especially since I will have more high school students next year. I also believe that I will attempt more examples to how to read critically, which is an important component of this assignment. | I had played around with the order of assigned essays and put this one back to the beginning, giving even greater additional time for comprehension of the material than previously but students did not do as well this time.                       |                          |
|                  |    |     |               | Of 29 students, 26 turned in a Fallacy essay. 12 As, 5 Bs, 4 Cs, and 5 Ds.  | I do not think I will do any substantial changes to the assignment expect for offering more concrete examples of critical reading and offer more follow up for students who did not turn in this assignment.  | With a larger class retention and a better success rate for these students, I think the additional time spent on laying the foundational concepts coupled with beginning formal assignments with this essay, has helped with student success.        |                          |
|                  |    |     |               | Of 7 students, 5 turned in a fallacy essay. 3 As, 2 Bs, and 1 C.  | The success of these students (with exception of the 2 who did not complete the work) is indicative of the difference such a small class (though of course not sustainable in the norm) can have on student success.  | This is a very small class and really unlike any of the others, so I am not sure that previous results are applicable. The class size determined that we were able to work through the material in greater depth in less time than in other classes. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|---|---|--|--|--------------------------|
|                  |    |        |   | Of the four assigned essays, as well as mid-term and final, 1 student received a grade of C due to excessive military responsibilities- the other 6 received a grade of A. 100% completed the course. | I will pursue, when given the chance, a similar line of inquiry and research because the student's appreciation of the course content has had a definite boost of engagement and achievement. I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. This has resulted in an inclusion of current events which will develop student's sense of civic duty and personal responsibility regarding their ability to express editorial content and analysis of rhetorical | I have expanded the scope of the class to evaluate the Media as well as personal essays, political, social and historical texts. This expansion was a requirement to view and evaluate the role of the media as a rhetorical context for dubious and conflicted rhetorical thinking. In particular, political advertisement has proven a rich source for students to critique. This had the occasion of critiquing infomercials as well as specific rhetorical strategies of advertising, in general. This had the effect of asking students to consider their own rhetorical practices and how they are informed by potentially biased or illogical premises. |                          |
|                  |    | SLO #2 | Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments. | Data shows that students are passing the assignment, scoring an average of 3.9/5 with a median of 4/5. These results show that students are performing well on the in-class essay assignment.         | I will continue to have a short, timed essay that does not allow access to the internet and measure the results.   | Rather than using the final as the essay being measured, I used an in-class essay assignment based on one of the readings in the book. The essay was one that we discussed in class, so students were well-prepared to understand, explain and apply the concept being addressed. By using this model rather than the "go home and research model of last semester," I was able to ascertain that students, at least in this class, have developed the analytical skills required by English 1C independent of the internet.   |                          |
|                  |    |        |   | For the Final Research Paper, 20 students submitted the final with an average score of 308.05/400 points and an average of 77%.   | There is an increase in percentage points for Written Assignments from the last course assessed and students are performing better. Based on changes to the Lessons,   |  |                          |

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|------------------|----|-----|---------------|--|--|--|--------------------------|
|                  |    |     |               | <p>For the Final Research Paper, 20 students submitted the final with an average score of 308.05/400 points and an average of 77%.</p> | <p>weekly written assignments, and support, changes will not occur for next semester for the Written Assignments. For the Final Research Paper, students were provided additional content in Lessons including links to videos, tutorials, exercises, examples, and sample papers. Announcements with tips, materials, and guidance were sent via email, messaging from the classroom, and posted in the Instructor Announcement section. These methods are successful; however, students may need additional support and, thus, a change in instructional methods may be a focal point for the next course.</p> |  |                          |
|                  |    |     |               | <p>For the Final Research Paper, 25 students submitted the final with an average score of 349.92/400 points and an average of 87%.</p> | <p>There is an increase in percentage points for Assignments and the Final from the previous course. Revision of the curriculum will occur to provide additional review of concepts and to provide additional opportunities for students to demonstrate knowledge of course topics.</p>  | <p>Revised the weekly written assignment requirements to align with SLOs and allow for multiple opportunities for students to demonstrate knowledge.</p> |                          |
|                  |    |     |               | <p>For the Final Research Paper, 25 students submitted the final with an average score of 349.92/400 points and an average of 87%.</p> | <p>There is an increase in percentage points for Assignments and the Final from the previous course. Revision of the curriculum will occur to provide</p>  |  |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|--|--------------------------|
|                  |    |     |               | For the Final Research Paper, 25 students submitted the final with an average score of 349.92/400 points and an average of 87%.   | additional review of concepts and to provide additional opportunities for students to demonstrate knowledge of course topics.  |  |                          |
|                  |    |     |               | Of 26 students, 23 turned in a final argument paper. 10 As, 5 Bs, 1 C, and 4 Ds.  | I don't think I will make any substantial changes to the argument paper assignment as most of the students did well, but I will work on critical reading to ensure their ability to utilize their outside sources to the fullest potential.  | Again, this group of students are high school students so my approach may have to differ from the usual 1C classes that have post high school students. The students performed better on this essay than the fallacy essay, I believe, because it was a more traditional essay supporting a claim and with the fallacy, they were instructed to analyze someone else's argument to find the fallacy, which seemed more difficult for them than crafting their own argument.  |                          |
|                  |    |     |               | Of 29 students, 29 students turned in a final paper. 15 As, 1 B, 7 Cs, 6 Ds   | I do not think I will make substantive changes to the assignment except to add more concrete examples of critical reading, which will help students utilize their outside sources to better effect.  | More students felt compelled to turn in a final paper and a higher percentage were given As.   |                          |
|                  |    |     |               | Of 7 students, 4 turned in a final paper. 3 As and 1 C  | Again, this class is an anomaly and I do not think it can be used to indicate any changes to the course for larger normal sized classes.   | The two students who did not turn in the first assignment continued that pattern yet did not drop the class. One student who did well on the first two essays did not complete a final paper due to personal life obstacles.   |                          |
|                  |    |     |               | Of the four assigned essays, as well as mid-term and final, 1 student received a grade of C due to excessive military responsibilities- the other 6 received a grade of A. 100% completed the course. | I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. This has resulted in an inclusion of current events which will develop student's sense of civic duty and | I have expanded the scope of the class to evaluate the Media as well as personal essays, political, social and historical texts. This expansion was a requirement to view and evaluate the role of the media as a rhetorical context for dubious and conflicted rhetorical thinking. In particular, political advertisement has proven a rich source for students to critique. This had the occasion of critiquing infomercials as well as specific rhetorical strategies of |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
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|                  |         |        |   | Of the four assigned essays, as well as mid-term and final, 1 student received a grade of C due to excessive military responsibilities- the other 6 received a grade of A. 100% completed the course.   | personal responsibility regarding their ability to express editorial content and analysis of rhetorical content.   | advertising, in general. This had the effect of asking students to consider their own rhetorical practices and how they are informed by potentially biased or illogical premises.   |                          |
|                  | ENGL 50 | SLO #1 | Students will be able to read and analyze an article or essay and compose an essay in response. | 37 students understood the differences between general and specific theses. They also made specific comments about other students' contribution to the discussion board. This resulted in 88% effectiveness. Five students failed to contribute for a percentage of 12. | The data shows that when students analyze other students' work and make insightful comments, their learning increases.   | Students were to comment on other students' theses and find correct points and incorrect in recognizing good thesis sentences. The rest of the semester built on the students' understanding of a specific thesis sentence. The addition of student comments was very helpful.  |                          |
|                  |         |        |   | 90% of diagnostic, midterm and final essays and midterm and final projects reflect an understanding of interpreting college level texts and writing essays using essay genres and strategies  | In spring 2015 (if I teach ENGL 50 on Moodle), I will continue what I have been doing including guided practice and 2 daily quizzes. I will also continue to do more one-on-one practice with the students as I do with the ENGL 101 students. This always seems to help their understanding of analyzing reading, choosing a thesis, organizing and then responding in expository form. | My ENGL 50 18-week course students this semester were extraordinary. They comprehended the expository genres and writing and analysis strategies in the diagnostic and midterm essays. This semester's group of students was more adept at learning the new concepts concerning SLO 1 than in previous semesters. I believe the continuation of 2 daily quizzes really improved their scores on this SLO in their final exam essays.v |                          |
|                  |         |        |   | Analysis essay: 10/12 or 83% of the students successfully completed this assignment with a "C" or higher. 2/12 or 16% of the students failed to follow criteria. No one failed to submit the assignment.  | More time spend collaborating/brainstorming and handouts about analysis/article.   | There was an increase of 10% success from when the course was previously taught. This is the fourth time to require this assignment.  |                          |
|                  |         |        |   | average score of 86%  | More pre-essay discussion  | attempted to use material that might be viewed as important to students, more appealing   |                          |
|                  |         |        |   | Students essays demonstrated an understanding of the reading, critical assessment of the meaning, and purpose of the language used in the reading. Unfortunately, completion of the course was very low with only 8 or 20% completing all work. 100% of those who       | Inclusion of analysis of "how" the writing takes place to enhance meaning, created better essays in the students. Therefore I will continue that practice.   | The inclusion of analysis of writing methodology. The inclusion of writing methodology increase the success of the students by 100%. Every student's writing became more directed and clear. Retention for this course was only 20% due to military obligations.  |                          |



| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |    |        |  | completed the work were successful.   | Inclusion of analysis of "how" the writing takes place to enhance meaning, created better essays in the students. Therefore I will continue that practice.   | The inclusion of analysis of writing methodology. The inclusion of writing methodology increase the success of the students by 100%. Every student's writing became more directed and clear. Retention for this course was only 20% due to military obligations. |                          |
|                  |    |        |  | Students scored a 3.7/5 on average, with the most common score being 3.4/5.   | The median score is satisfactory but still lower than I would like. Next semester we will try to increase the targeted assignments on summary, thesis, and support, perhaps incorporating such assignments into larger paper assignments (such as papers 3 & 4). | We focused more on thesis and support, and the results of this focus are evident in the somewhat improved average score.   |                          |
|                  |    |        |  | Students were assigned 14 essays in response to model essay types such as "comparison-contrast," "definition," "argumentation," etc. Of the 27 students enrolled, 23 were able to complete the task successfully.   | The model works with a high degree of student success. Strong student feedback suggests a good degree of student satisfaction.   | The methodology remains the same and is deemed successful. Students are prepared for higher-level college coursework.  |                          |
|                  |    | SLO #2 | Students will be able to incorporate research into essays using MLA documentation style. | 10/12 or 83% of the students successfully completed the assignment with a "C" or higher,  | With a larger class size: to have 80% or higher with a "C" average, spend more time (possibly one-on-one) with student.  | There was an increase of 10% student success from when the course was previously taught, fall 2013. Class size was much smaller this Spring by an estimate of 15 students. I worked one-on-one with each student to perfect his or her research paper.           |                          |
|                  |    |        |  | 29 students fully understood the goals of this assignment by receiving at least 80% grade. 78% of the classes received 70% or better. 2 students or .05% received less than the targeted 70% goal. This was the students' first introduction to the MLA documentation style, and it is difficult for many to write correct citations. At this point, they were to write 3 citations in correct MLA style. | In future assignments, I would like to expand the Works Cited page to four citations with at least two coming from non-electronic sources.   | This assignment is the basis for the rough draft of the research paper. The assignment was rewritten to mandate three sources in the Works Cited page. Also, students were encouraged to use at least one source that was not from the Internet.                 |                          |
|                  |    |        |  | 81.9%   | a stronger warning about plagiarism. I encountered more than one problem   | took students to library for tutorial on how to access better quality information.   |                          |

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|                  |    |     |               | 81.9%   |  |  |                          |
|                  |    |     |               | 85% of the diagnostic, midterm and final essays and final research papers showed comprehension and application of research methods and correct MLA form.  | As a result of a promising showing on the final exam in SLO 2 for this class, I intend to continue what I have been doing with the ENGL 50 students. I started the ENGL 50 students this semester on the research paper 3 weeks earlier than normal and had them turn the paper in in small sections, finishing one part of the paper and turning it in and so on until the whole paper was turned in and that worked very well. | The exceptional students in ENGL 50 this semester did an outstanding job concerning MLA format. The 2 daily quizzes did seem to help a great deal. The practice exercises brought the students' scores up. I did more guided practice on MLA format this semester. As a result, scores on the final exam for SLO 2 were much higher than last semester.  |                          |
|                  |    |     |               | Of 27 students enrolled 24 successfully completed research assignment using MLA documentation.  | No change needed. The students are able to meet their goals and are readied for more advanced college courses.   | The standards and methods of the class are the same as in previous term. However students are introduced earlier to finding current materials on the Internet. What is emphasized is finding developments in science, health, or society that they believe to be important and explaining that importance to the group through researched essays.  |                          |
|                  |    |     |               | Students scored an average of 3.67/5 with a median of 3.63/5. There were a number of students, however, who chose to remain in the class and to not submit the essay assignment, so results may be skewed when taken in the context of the class overall. | Next semester, I will continue to evaluate an essay assignment for MLA formatting. The main difference I think I will implement is that I will collect an earlier draft of the essay with the specific focus of evaluating MLA formatting. My hope is to collect more papers, which will give me more data to work with.   | As planned, I tried evaluating students' success at incorporating MLA format into papers by evaluating the formatting of the papers themselves. In the previous semester, the evaluation was based on a MLA focused assignment. The results suggest that students have a bit more difficulty incorporating MLA format into a paper than a focused assignment. However, this result may be skewed due to those students who did not submit the essay. |                          |
|                  |    |     |               | Students were able to incorporate research into their papers and document   | None. This system works.   | None.  |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|---|--|---|---|--------------------------|
|                  |         |        |   | that research  | None. This system works.  | None.   |                          |
|                  | 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 this semester, the class was converted to independent because of the limited number of students. There was only 1 student enrolled in this class. While the student technically met the requirements of this SLO, I am not completely satisfied with the level of mastery as sufficient to be successful in the next course. | I need to work on recruiting so that there are sufficient number of students enrolled and class doesn't have to be converted to independent study and will have sufficient class time to cover all necessary information. | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. The student made significant progress in understanding of grammar/sentence structure.  |                          |
|                  |         | 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 this semester, the class was converted to independent because of the limited number of students. There was only 1 student enrolled in this class. While the student technically met the requirements of this SLO, I am not completely satisfied with the level of mastery as sufficient to be successful in the next course. | I need to work on recruiting so that there are sufficient number of students enrolled and class doesn't have to be converted to independent study and will have sufficient class time to cover all necessary information. | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. The student made significant progress in understanding of grammar/sentence structure.  |                          |
|                  |         | 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 this semester, the class was converted to independent because of the limited number of students. There was only 1 student enrolled in this class. While the student technically met the requirements of this SLO, I am not completely satisfied with the level of mastery as sufficient to be successful in the next course. | I need to work on recruiting so that there are sufficient number of students enrolled and class doesn't have to be converted to independent study and will have sufficient class time to cover all necessary information. | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. The student made significant progress in understanding of grammar/sentence structure.  |                          |
|                  | ESL 106 | SLO #1 | Initiate and maintain conversations on familiar and assigned topics: share personal and cultural experiences, ideas, and opinions.  | At the end of the semester, I had one student registered and participating in the class. This class is taught concurrently with ESL 116. The student made significant progress in her speaking and listening skills and expressing her opinions in English. She successfully met this SLO. This is 100% success rate for this SLO.   | I plan to continue the strategies I utilized this semester, as those worked very well.  | This semester, I increased the class time spent on speaking and assigned preparatory work with the book as homework. That way, the student got more active time practicing and developing her real time speaking/listening skills. Also, the student participated in the selection of topics she thought most relevant for her in terms of her goals. |                          |
|                  |         | SLO #2 | Implement newly-learned vocabulary and request clarification as necessary   | At the end of the semester, I had one student registered and participating in the class. This class is taught concurrently with  | The more active speaking/listening practice was a great strategy for  | This semester, I increased the class time spent on speaking and assigned preparatory work with the book as  |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
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|                  |    | SLO #2 | when participating in extended conversations, speeches, and class discussions on social, vocational, and abridged academic topics.   | ESL 116. The student made significant progress in her speaking and listening skills and expressing her opinions in English. She successfully met this SLO. This is 100% success rate for this SLO.   | students to develop their vocabulary, but I need to add more instruction/practice in vocabulary... vocab journals or cards, which I did little of this semester .   | homework. That way, the student got more active time practicing and developing her real time speaking/listening skills. Also, the student participated in the selection of topics she thought most relevant for her in terms of her goals. I did some instruction on word forms, but not as much as I have previously.   |                          |
| 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. | At the end of the semester, I had ten students registered and participating in class. Of the 10, 8 students successfully met this SLO. Of the two who did not, one worked very hard in the class but struggled with the assignments, and the other did not complete all assignments and, therefore, did not master the necessary skills. | I am working on developing packets with comprehension, analytical, and vocabulary questions related to the book-length text for next semester in order to continue to increase comprehension and focused reading. | From Previous: I ordered the same textbooks as last semester, but the text ordered through the bookstore never arrived for the class, so it was fortunate that I had ordered a second, book length text for the students, so we focused on that for the entire class. That meant that students did not get the breadth of material I had planned. We spent a great deal of time working on the note-taking/annotation to increase understanding. |                          |
|                  |    | SLO #2 | Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.                              | At the end of the semester, I had ten students registered and participating in class. Of the 10, 8 students successfully met this SLO. Of the two who did not, one worked very hard in the class but struggled with the assignments, and the other did not complete all assignments and, therefore, did not master the necessary skills. | I am working on developing packets with comprehension, analytical, and vocabulary questions related to the book-length text for next semester in order to continue to increase comprehension and focused reading. | From Previous: I ordered the same textbooks as last semester, but the text ordered through the bookstore never arrived for the class, so it was fortunate that I had ordered a second, book length text for the students, so we focused on that for the entire class. That meant that students did not get the breadth of material I had planned. We spent a great deal of time working on the note-taking/annotation to increase understanding. |                          |
|                  |    | 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.       | At the end of the semester, I had ten students registered and participating in class. Of the 10, 8 students successfully met this SLO. Of the two who did not, one worked very hard in the class but struggled with the assignments, and the other did not complete all assignments and, therefore, did not master the necessary skills. | I am working on developing packets with comprehension, analytical, and vocabulary questions related to the book-length text for next semester in order to continue to increase comprehension and focused reading. | From Previous: I ordered the same textbooks as last semester, but the text ordered through the bookstore never arrived for the class, so it was fortunate that I had ordered a second, book length text for the students, so we focused on that for the entire class. That meant that students did not get the breadth of material I had planned. We spent a great deal of time working on the note-taking/annotation to increase understanding. |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|--|--------------------------|
|                  | 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 this semester, the class was converted to independent because of the limited number of students. There were 4 students enrolled in this class. Three students completed the class. Two of the three students successfully mastered this SLO. The student who did not successfully meet the SLO attended regularly but did not submit the majority of the work. | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. This class is not recommended for independent study in the future because students at this level need more guidance than is standard for independent study. | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. This class is not recommended for independent study in the future because students at this level need more guidance than is standard for independent study.   |                          |
|                  |         | 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 this semester, the class was converted to independent because of the limited number of students. There were 4 students enrolled in this class. Three students completed the class. Two of the three students successfully mastered this SLO. The student who did not successfully meet the SLO attended regularly but did not submit the majority of the work. | I need to work on recruiting so that there are sufficient number of students enrolled and class doesn't have to be converted to independent study and will have sufficient class time to cover all necessary information.  | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. This class is not recommended for independent study in the future because students at this level need more guidance than is standard for independent study.   |                          |
|                  |         | 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 this semester, the class was converted to independent because of the limited number of students. There were 4 students enrolled in this class. Three students completed the class. Two of the three students successfully mastered this SLO. The student who did not successfully meet the SLO attended regularly but did not submit the majority of the work. | I need to work on recruiting so that there are sufficient number of students enrolled and class doesn't have to be converted to independent study and will have sufficient class time to cover all necessary information.  | Because this class was independent study, we did not have the class time to cover all that was needed, though I did meet with students a significant amount of time. This class is not recommended for independent study in the future because students at this level need more guidance than is standard for independent study.   |                          |
|                  | 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. | At the end of the semester, I had seven students registered and participating in class. Of the 7, 6 students successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills. The student who struggled did not keep up with the work.  | I plan to continue the strategies I utilized this semester, as those worked very well. In addition, I plan to add more instruction on outlining and have students submit outlines/speech cards and give feedback prior to the presentations.   | This semester, I increased the class time spent on speaking and assigned preparatory work with the book as homework. That way, students got more active time practicing and developing their real time speaking/listening skills. Also, students participated in the selection of topics they thought most relevant for them in terms of their goals. I also had them start some work on research. |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
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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. | At the end of the semester, I had seven students registered and participating in class. Of the 7, 6 students successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills. The student who struggled did not keep up with the work. | The more active speaking/listening practice was a great strategy for students to develop their vocabulary, but I need to add more instruction/practice in vocabulary... vocab journals or cards, which I did little of this semester .  | This semester, I increased the class time spent on speaking and assigned preparatory work with the book as homework. That way, students got more active time practicing and developing their real time speaking/listening skills. Also, students participated in the selection of topics they thought most relevant for them in terms of their goals. I also had them start some work on research. I did some instruction on word forms, but not as much as I have previously.             |                          |
|                  |    | SLO #3 | Build confidence and demonstrate continued growth in listening comprehension and fluency of production of speech covering an increasing range of topics.   | At the end of the semester, I had seven students registered and participating in class. Of the 7, 6 students successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills. The student who struggled did not keep up with the work. | Having students participate in the selection of topics was very successful. Next semester, I plan to have students bring in outside topics/research topics of interest to them that are beyond the topics covered in the book and incorporate those ideas/concerns into classroom instruction.  | This semester, I increased the class time spent on speaking and assigned preparatory work with the book as homework. That way, students got more active time practicing and developing their real time speaking/listening skills. Also, students participated in the selection of topics they thought most relevant for them in terms of their goals. I also had them start some work on research. These strategies were helpful for students as they worked on building their confidence. |                          |
| ESL<br>122       |    | SLO #1 | Employ critical reading strategies in a range of texts, including skimming, scanning, previewing, and predicting, note-taking, and organizing textual information, to increase comprehension and reading speed.                          | At the end of the semester, I had five students registered and participating in class. Of the 5, 4 students successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills.   | I am working on developing packets with comprehension, analytical, and vocabulary questions related to the book-length text for next semester in order to continue to increase comprehension and focused reading. Also, I will have students start the personal philosophy essay much sooner in the class next time, and I want to do more with outlining strategies. | The students had a rigorous schedule with reading material of a broad academic nature and a book-length compilation of philosophical essays of varying levels of reading difficulty. We managed this class to get to the philosophical essay this semester, but not with the completion and success rates I would like.  |                          |
|                  |    | SLO #2 | Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas,   | At the end of the semester, I had five students registered and participating in class. Of the 5, 4 students successfully met this SLO. The student who did not  | I am working on developing packets with comprehension, analytical, and vocabulary questions   | The students had a rigorous schedule with reading material of a broad academic nature and a book-length compilation of philosophical essays of   |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|---|---|---|--------------------------|
|                  |    | SLO #2 | significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.  | successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills.  | related to the book-length text for next semester in order to continue to increase comprehension and focused reading.   | varying levels of reading difficulty. We managed this class to get to the philosophical essay this semester, but not with the completion and success rates I would like.  |                          |
|                  |    | SLO #3 | Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote comprehension and fluency in English. | At the end of the semester, I had five students registered and participating in class. Of the 5, 4 students successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills.   | I am working on developing packets with comprehension, analytical, and vocabulary questions related to the book-length text for next semester in order to continue to increase comprehension and focused reading.             | The students had a rigorous schedule with reading material of a broad academic nature and a book-length compilation of philosophical essays of varying levels of reading difficulty. We managed this class to get to the philosophical essay this semester, but not with the completion and success rates I would like. |                          |
| 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 6 students registered in this class. All 6 students were still attending regularly at the end of the class. Of those 6, 4 students successfully met this SLO, so there was a 67% success rate for this SLO. Of the two who did not, one student worked very hard and revised repeatedly but still needed more practice to achieve this SLO. The other student was not successful because he did not submit the majority of his essays. | I still need to do more integration/refinement of instruction on outlining, possibly in the speaking class, which also has this as an objective, but in the writing process, this area was the most challenging for students. | I changed the writing assignments and worked more on the writing process, including outlining, which was very helpful for most students.  |                          |
|                  |    | 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 6 students registered in this class. All 6 students were still attending regularly at the end of the class. Of those 6, 4 students successfully met this SLO, so there was a 67% success rate for this SLO. Of the two who did not, one student worked very hard and revised repeatedly but still needed more practice to achieve this SLO. The other student was not successful because he did not submit the majority of his essays. | I still need to do more integration/refinement of instruction on outlining, possibly in the speaking class, which also has this as an objective, but in the writing process, this area was the most challenging for students. | I changed the writing assignments and worked more on the writing process, including outlining, which was very helpful for most students.  |                          |
|                  |    | SLO #3 | Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.   | This class is taught concurrently with ESL 134. There were 6 students registered in this class. All 6 students were still attending regularly at the end of the class. Of those 6, 4 students successfully met this SLO, so there was a 67% success rate  | I still need to do more integration/refinement of instruction on outlining, possibly in the speaking class, which also has this as an objective, but in the   | I changed the writing assignments and worked more on the writing process, including outlining, which was very helpful for most students.  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|---|--------------------------|
|                  |    | SLO #3 | Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.   | for this SLO. Of the two who did not, one student worked very hard and revised repeatedly but still needed more practice to achieve this SLO. The other student was not successful because he did not submit the majority of his essays.   | writing process, this area was the most challenging for students.  | I changed the writing assignments and worked more on the writing process, including outlining, which was very helpful for most students.  |                          |
| ESL 126          |    | SLO #1 | Prepare and deliver informal and basic formal speeches of 5 minutes on concrete and increasingly abstract academic topics that offer clear topics, main ideas, and details.                                     | This class is taught concurrently with ESL 136. At the end of the semester, there were 5 students registered in this course, but only 3 students completed the course. Of the 3 students who completed the course, 67% of them of them successfully met this SLO. The student who did not successfully meet this SLO missed a significant portion of this oral communication course and could not make up the assignments. | I still need to do more work with organizational patterns (outlining) and require students to submit outlines/speech cards before each speech and provide feedback they incorporate into their speeches. | We did a lot of work with the concept of argumentation this semester, and all their speeches required them to take positions and argue/explain how/why their positions were logical.  |                          |
|                  |    | SLO #2 | Acquire and implement newly-learned vocabulary necessary to debate with classmates on shared topics of interest.  | This class is taught concurrently with ESL 136. At the end of the semester, there were 5 students registered in this course, but only 3 students completed the course. Of the 3 students who completed the course, 67% of them of them successfully met this SLO. The student who did not successfully meet this SLO missed a significant portion of this oral communication course and could not make up the assignments. | We got off to a good start with the vocabulary journal, but focus shifted. I need to play more with the concept in the future.   | We started a vocabulary journal, but did not follow through with it this semester as we focused our time more on argumentation, but this is something I want to do more with in the future.   |                          |
|                  |    | SLO #3 | Build confidence and demonstrate continued growth in fluency of listening comprehension and production of speech covering a growing range of topics on human interest, current events, and academic foundation. | This class is taught concurrently with ESL 136. At the end of the semester, there were 5 students registered in this course, but only 3 students completed the course. Of the 3 students who completed the course, 67% of them of them successfully met this SLO. The student who did not successfully meet this SLO missed a significant portion of this oral communication course and could not make up the assignments. | I still need to do more work with organizational patterns (outlining) and require students to submit outlines/speech cards before each speech and provide feedback they incorporate into their speeches. | I did more outlining and listening activities this semester to expose students to more information offered in videos and audio in speech of varying pronunciation so that students could listen to and comprehend speakers with varying North American accents and organizational patterns. This allowed students to become more articulate and organized in their presentations, thus building confidence. |                          |
| 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  | At the end of the semester, I had two students registered and participating in class. Of the 2, 1 student successfully met this SLO. The student who did not successfully meet this SLO did not  | Over the summer, I am going to select a different text and develop reading packets that will help students focus reading   | The students had a rigorous schedule with reading material of a broad academic nature and I had ordered a new book-length text this semester that was particularly challenging. I created   |                          |



| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|---|---|---|--|--------------------------|
|                  | ESL 132 | SLO #1 | bias.   | complete all assignments and, therefore, did not master the necessary skills. The student who struggled was not really prepared for the course and did not keep up with the work.   | comprehension, analysis, and vocabulary building strategies.  | packets for each section of the text to guide and focus the reading. Unfortunately, the book-length text had different versions, and the students had different versions, so that made discussion difficult.   |                          |
|                  |         | 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. | At the end of the semester, I had two students registered and participating in class. Of the 2, 1 student successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills.   | Over the summer, I am going to select a different text and develop reading packets that will help students focus reading comprehension, analysis, and vocabulary building strategies.   | The students had a rigorous schedule with reading material of a broad academic nature and I had ordered a new book-length text this semester that was particularly challenging. I created packets for each section of the text to guide and focus the reading. Unfortunately, the book-length text had different versions, and the students had different versions, so that made discussion difficult. |                          |
|                  |         | 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.       | At the end of the semester, I had two students registered and participating in class. Of the 2, 1 student successfully met this SLO. The student who did not successfully meet this SLO did not complete all assignments and, therefore, did not master the necessary skills.   | Over the summer, I am going to select a different text and develop reading packets that will help students focus reading comprehension, analysis, and vocabulary building strategies.   | The students had a rigorous schedule with reading material of a broad academic nature and I had ordered a new book-length text this semester that was particularly challenging. I created packets for each section of the text to guide and focus the reading. Unfortunately, the book-length text had different versions, and the students had different versions, so that made discussion difficult. |                          |
|                  | 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 5 students registered in this class. 4 of the 5 students were still attending regularly at the end of the class. Of those 4, 2 students successfully met this SLO, so there was a 50% success rate for this SLO. Of the two who did not meet this SLO, one student struggled with the concepts and wasn't really prepared for the class; the other did not submit all final assignments. The final student missed the majority of class time and one essay, but did submit 5 of the 6 required essays, though without integration of research as required for the class. | I still need to do more integration/refinement of instruction on outlining, possibly in the speaking class, which also has this as an objective, but in the writing process, this area was the most challenging for students. | I changed the writing assignments and worked more on the writing process, including outlining, which was very helpful for most students.   |                          |
|                  |         | SLO #2 | Find, select, and practice  | This class is taught concurrently with ESL  | I still need to do more   | I changed the writing assignments and  |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|---|--|--|--------------------------|
|                  |         | SLO #2 | integrating quotations and paraphrasing from sources into argumentative essays, and use correct citation styles in MLA or APA (as applicable).   | 124. There were 5 students registered in this class. 4 of the 5 students were still attending regularly at the end of the class. Of those 4, 2 students successfully met this SLO, so there was a 50% success rate for this SLO. Of the two who did not meet this SLO, one student struggled with the concepts and wasn't really prepared for the class; the other did not submit all final assignments. The final student missed the majority of class time and one essay, but did submit of the 6 required essays, though without integration of research as required for the class.  | instruction on finding and integrating research information without surrendering authority or plagiarizing.  | did some group and follow up individual practice with integrating quotations, which most students found helpful.   |                          |
|                  |         | 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 5 students registered in this class. 4 of the 5 students were still attending regularly at the end of the class. Of those 4, 2 students successfully met this SLO, so there was a 50% success rate for this SLO. Of the two who did not meet this SLO, one student struggled with the concepts and wasn't really prepared for the class; the other did not submit all final assignments. The final student missed the majority of class time and one essay, but did submit of the 6 required essays, though without integration of research as required for the class. | I still need to do more practice with correcting students' own errors and develop regular daily practice with error correction.  | I gave more assignments on correcting errors this semester and was able to covered more on common errors the first half of the class than in previous semesters.                     |                          |
|                  | ESL 136 | SLO #1 | Prepare and deliver informal and formal argumentative speeches of 5- 10 minutes on abstract academic, professional, potentially controversial topics that offer clear positions and support. | This class is taught concurrently with ESL 126. At the end of the semester, there were 2 students registered and participating in this course. Of those 2 students, 50% of them of them successfully met this SLO. The student who did not successfully meet this SLO missed a significant portion of this oral communication course and did not complete the assignments.  | I still need to do more work with organizational patterns (outlining) and require students to submit outlines/speech cards before each speech and provide feedback they incorporate into their speeches. I also need to provide more instruction on formal speech patterns and approaches to argumentation (logos, ethos, pathos). | We did a lot of work with the concept of argumentation this semester, and all their speeches required them to take positions and argue/explain how/why their positions were logical. |                          |
|                  |         | SLO #2 | Confidently express oneself in English in a wide range of  | This class is taught concurrently with ESL 126. At the end of the semester, there   | We got off to a good start with the vocabulary   | Vocabulary is a crucial element to being able to express oneself clearly and   |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|---|--------------------------|
|                  |    | SLO #2 | settings: personal, social, cultural, academic, and professional, exhibiting general fluency in listening comprehension and easily comprehensible speech. | were 2 students registered and participating in this course. Of those 2 students, 50% of them of them successfully met this SLO. The student who did not successfully meet this SLO missed a significant portion of this oral communication course and did not complete the assignments.   | journal, but focus shifted. I need to play more with the concept in the future.  | thoroughly on a given topic and allows the speaker to build confidence. We started a vocabulary journal, but did not follow through with it this semester as we focused our time more on argumentation, but this is something I want to do more with in the future.   |                          |
|                  |    | SLO #3 | Take thorough and accurate notes on a variety of academic topics in order to be prepared for degree-applicable coursework.                                | This class is taught concurrently with ESL 126. At the end of the semester, there were 2 students registered and participating in this course. Of those 2 students, 50% of them of them successfully met this SLO. The student who did not successfully meet this SLO missed a significant portion of this oral communication course and did not complete the assignments. | I still need to do more work with organizational patterns (outlining) and require students to submit outlines/speech cards before each speech and provide feedback they incorporate into their speeches.   | I did more outlining and listening activities this semester to expose students to more information offered in videos and audio in speech of varying pronunciation so that students could listen to and comprehend speakers with varying North American accents and organizational patterns. This allowed students to become more articulate and organized in their presentations, thus building confidence. |                          |
| ESL 190          |    | SLO #1 | Distinguish between and produce basic statements, commands, and questions on everyday topics.   | At the end of the course, there were (5) 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, 100% successfully met this SLO.  | I will always look to develop and use various fun and engaging games to make sure that students are learning. In my class there are students with various English levels of proficiency. Therefore, I will continue to make sure that each level is addressed in order to make a inclusive and collaborative environment where all participants feel and are successful. My approach will focus on supporting each student, while structuring each activity so that vocabulary is emphasized in context in order to develop comprehension. I will also use more pictures for students to have visuals to grasp concepts. Furthermore, I will | I made sure that students received a rich and differentiated instruction in order for them to feel and be successful in the classroom.  |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|---|--------------------------|
|                  | ESL 190 | SLO #1 | Distinguish between and produce basic statements, commands, and questions on everyday topics.  | At the end of the course, there were (5) 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, 100% successfully met this SLO.  | continue to use real objects (e.g. hats, shoes, fruits, etc.) to facilitate the learning of new concepts.  | I made sure that students received a rich and differentiated instruction in order for them to feel and be successful in the classroom.  |                          |
|                  |         |        |  | This class is taught concurrently with ESL 192. At the end of the course, there were 14 students registered, and 7 students completed the course. Of those 7 students, 4 students successfully met this SLO. Two of the students who did not successfully meet this SLO attended regularly but really struggled with the lessons, largely due to lack of education in their first language, so they are learning to read and write for the first time in their lives. The other student attended sporadically and did not do regular homework. | I will change the book back to the previous text and continue to look for a better text.   | I changed the textbook but discovered that the book was too expensive for most students and I had to adapt and incorporate other strategies to provide instruction and practice.  |                          |
|                  |         | SLO #2 | Engage in elementary conversational modes with appropriate application of cultural norms here in the United States and implementation of newly learned vocabulary. | At the end of the course, there were ___(5)___ 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, ___100___% successfully met this SLO.  | I will always look to develop and use various fun and engaging games to make sure that students are learning. At the same time they will be getting support from others, the structure of the activity, as well as the facilitator. I will also make sure that vocabulary is emphasized in context in order to develop comprehension. I will also use more pictures for students to have visuals to grasp concepts. Furthermore, I will also real objects (e.g. hats, shoes, fruits, etc.) to facilitate the learning of new concepts. | I made sure that students received a rich and differentiated instruction in order for them to feel and be successful in the classroom. I made sure that students had various engaging fun activities that were level appropriate. |                          |
|                  |         |        |  | This class is taught concurrently with ESL 192. At the end of the course, there were 14 students registered, and 7 students completed the course. Of those 7   | I will change the book back to the previous text and continue to look for a better text.   | I changed the textbook but discovered that the book was too expensive for most students and I had to adapt and incorporate other strategies to provide  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|---|--------------------------|
|                  |    |        |   | students, 4 students successfully met this SLO. Two of the students who did not successfully meet this SLO attended regularly but really struggled with the lessons, largely due to lack of education in their first language, so they are learning to read and write for the first time in their lives. The other student attended sporadically and did not do regular homework.  | I will change the book back to the previous text and continue to look for a better text.   | instruction and practice.   |                          |
|                  |    | SLO #3 | Express understanding of events in time through use of simple and progressive tenses in past and present. | At the end of the course, there were ___(5)___ 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, ___100___% successfully met this SLO.  | I will always look to develop and use various fun and engaging games to make sure that students are learning. At the same time they will be getting support from others, the structure of the activity, as well as the facilitator. I will also make sure that vocabulary is emphasized in context in order to develop comprehension. I will also use more pictures for students to have visuals to grasp concepts. Furthermore, I will also real objects (e.g. hats, shoes, fruits, etc.) to facilitate the learning of new concepts. | I made sure that students had various engaging fun activities that were level appropriate. These activities were structured to aid in language learning by the help of groups with a facilitator. |                          |
|                  |    |        |   | This class is taught concurrently with ESL 192. At the end of the course, there were 14 students registered, and 7 students completed the course. Of those 7 students, 4 students successfully met this SLO. Two of the students who did not successfully meet this SLO attended regularly but really struggled with the lessons, largely due to lack of education in their first language, so they are learning to read and write for the first time in their lives. The other student attended sporadically and did not do regular homework. | I will change the book back to the previous text and continue to look for a better text.   | I changed the textbook but discovered that the book was too expensive for most students and I had to adapt and incorporate other strategies to provide instruction and practice.                  |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|---|---|--|---|--------------------------|
|                  | ESL 192 | SLO #1 | Comprehend, analyze, and compose responses to short readings on familiar topics using complete simple sentences.  | At the end of the course, there were (5) 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, 100% successfully met this SLO. | I will always look to develop and use various fun and engaging games to make sure that students are learning. At the same time they will be getting support from others, the structure of the activity, as well as the facilitator. I will also make sure that vocabulary is emphasized in context in order to develop comprehension. I will also use more pictures for students to have visuals to grasp concepts. Furthermore, I will also real objects (e.g. hats, shoes, fruits, etc.) to facilitate the learning of new concepts. | I made sure that students had various engaging fun activities that were level appropriate. These activities were structured to aid in language learning by the help of groups with a facilitator. |                          |
|                  |         |        |   | This class is taught concurrently with ESL 190. At the end of the course, I had three students who completed the course. All three successfully met this SLO, so I had 100% success rate.   | I will change the book back to the previous text and continue to look for a better text.   | I changed the textbook but discovered that the book was too expensive for most students and I had to adapt and incorporate other strategies to provide instruction and practice.                  |                          |
|                  |         | SLO #2 | Implement newly – learned vocabulary and culturally specific communicative strategies when working in groups, asking questions, stating opinions, agreeing and disagreeing, turn – taking negotiating, and requesting clarification relating to common topics in everyday social and civic situations, whether in person or on the phone. | At the end of the course, there were (5) 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, 100% successfully met this SLO. | I will always look to develop and use various fun and engaging games to make sure that students are learning. At the same time they will be getting support from others, the structure of the activity, as well as the facilitator. I will also make sure that vocabulary is emphasized in context in order to develop comprehension. I will also use more pictures for students to have visuals to grasp concepts. Furthermore, I will also real objects (e.g. hats, shoes, fruits, etc.) to  | I made sure that students had various engaging fun activities that were level appropriate. These activities were structured to aid in language learning by the help of groups with a facilitator. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|---|--------------------------|
|                  |    | SLO #2 | Implement newly – learned vocabulary and culturally specific communicative strategies when working in groups, asking questions, stating opinions, agreeing and disagreeing, turn – taking negotiating, and requesting clarification relating to common topics in everyday social and civic situations, whether in person or on the phone. | At the end of the course, there were (5) 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,100% successfully met this SLO. | facilitate the learning of new concepts.   | I made sure that students had various engaging fun activities that were level appropriate. These activities were structured to aid in language learning by the help of groups with a facilitator. |                          |
|                  |    |        |   | This class is taught concurrently with ESL 190. At the end of the course, I had three students who completed the course. All three successfully met this SLO, so I had 100% success rate.  | I will change the book back to the previous text and continue to look for a better text.   | I changed the textbook but discovered that the book was too expensive for most students and I had to adapt and incorporate other strategies to provide instruction and practice.                  |                          |
|                  |    | SLO #3 | Create statements and develop questions about logical sequences of everyday events or processes in the past and present and speculate on future events or processes, using appropriate verb tenses.   | At the end of the course, there were (5) 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,100% successfully met this SLO. | I will always look to develop and use various fun and engaging games to make sure that students are learning. At the same time they will be getting support from others, the structure of the activity, as well as the facilitator. I will also make sure that vocabulary is emphasized in context in order to develop comprehension. I will also use more pictures for students to have visuals to grasp concepts. Furthermore, I will also real objects (e.g. hats, shoes, fruits, etc.) to facilitate the learning of new concepts. | I made sure that students had various engaging fun activities that were level appropriate. These activities were structured to aid in language learning by the help of groups with a facilitator. |                          |
|                  |    |        |   | This class is taught concurrently with ESL 190. At the end of the course, I had three students who completed the course. All three successfully met this SLO, so I had 100% success rate.  | I will change the book back to the previous text and continue to look for a better text.   | I changed the textbook but discovered that the book was too expensive for most students and I had to adapt and incorporate other strategies to provide instruction and practice.                  |                          |

| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|---|---|---|---|--------------------------|
|                  | GEOL 4 | SLO #1 | Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.             | SLO #1 was 66% based upon the results of the Final Exam. This was a slight decline from the last time that the course was offered.                                | The computers and geology software in the classroom will be upgraded this next semester with the goal of fostering a more diverse and comprehensive learning environment for the geology students. Students will also be given more of an opportunity during class time to utilize the computer programs. | Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. The Comprehensive Study Guide was expanded and distributed at an earlier time in the semester. Students were given extra credit points if they visited a student tutor in tutorial services. |                          |
|                  |        | SLO #2 | Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.   | SLO #2 was 66% based upon the results of the Final Exam. This was a slight decline from the last time that the course was offered.                                | The computers and geology software in the classroom will be upgraded this next semester with the goal of fostering a more diverse and comprehensive learning environment for the geology students. Students will also be given more of an opportunity during class time to utilize the computer programs. | Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. The Comprehensive Study Guide was expanded and distributed at an earlier time in the semester. Students were given extra credit points if they visited a student tutor in tutorial services. |                          |
|                  |        | SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.                                 | SLO #3 was 84% based on one Research Project and an Oral Presentation. This was an increase over the last time that the course was offered.                       | A Library Tutorial will be scheduled during next semester to allow students to better understand the research process, and to be better exposed to all of the tools and assistance that are available to them.  | Students were provided with some in-class time to work on the Research Project and the assignment was distributed earlier in the semester, thus allowing students additional time to complete the work.   |                          |
|                  | 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. | 30% of the students failed the test, 70% passed   | It seems at least 1/3 of students are not prepared for the college yet.   |   |                          |
|                  |        |        |   | SLO 1 was based on a subjective survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a | The majority of the class (54/61) completed both assignments successfully and demonstrated  | Since the students showed improvements in this class, no changes are necessary at this time.  |                          |



| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|--|--|--|--|--------------------------|
|                  |    |        |  | subjective analysis and contract of areas for change. Average score was 14.2 for the wellness inventory (same as last session) and 12.5 for the change portion, a 2% decrease over last semester (54/A, 0/B, 0/C, 5/D & 2/F). This decrease was due to 7 students receiving a D or F, for the assignment. This skewed the data negatively.   | understanding of areas needing improvement and defined areas to change.  | Since the students showed improvements in this class, no changes are necessary at this time.   |                          |
|                  |    |        |  | SLO 1 was based on a subjective survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a subjective analysis and contract of areas for change. Average score was 100% for the wellness inventory and 88% for the change portion. The average grade for the change portion increased by 4% from last semester. There were 43 A's, 4 B's, 0 C's, 3 D's and 3 F's. | The majority of the class completed both assignments successfully and demonstrated understanding of areas needing improvement and defined areas to change. Despite the tougher grading of the contract for change and the decrease in grades, students still did quite well, averaging a B grade.                          | Grading of the Contract for Change assignment, improved this semester to an A, even though the grading was more rigorous. We placed greater emphasis on the rationale for completion.                                |                          |
|                  |    | SLO #2 | Employ knowledge of good nutritional and weight management techniques. | 28% failed 72% passed  | It is a national problem since 68% of Americans are over weight  |  |                          |
|                  |    |        |  | Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 88% and for the change paper 79%. Scores were improved by emphasizing the change paper rubric and the methods in which they downloaded their logs.  | The detailed rubric was successful in illuminating the areas most students fall short, which is in the inclusion of the 6 necessary nutritional areas. Students understood the nature of the assignment and included more of the necessary information as a result of multiple reminders via attachments and instructions. | Based on the detailed rubric, it was revealed that students who received higher scores this time, did so because they followed the rubric in the areas of including 6 nutritional elements in their change analysis. |                          |
|                  |    |        |  | Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 94% and for the change paper 90%, nearly 4% improvement over the last session. Four   | I will continue to provide access to the rubric in multiple locations to be sure all students are accessing it.  | A greater percentage of students followed the rubric in this session which resulted in a great improvement in their overall scores.  |                          |

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|                  |    |        |  | students did not submit the assignment. There were 56/A, 1/B, 0/C, 0/D & 4/F for the analysis and 28/A, 13/B,6/C, 5/D & 9/F for the change paper.   | I will continue to provide access to the rubric in multiple locations to be sure all students are accessing it.   | A greater percentage of students followed the rubric in this session which resulted in a great improvement in their overall scores.  |                          |
|                  |    | SLO #3 | Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.   | 7% failed 93 passed   | It is a very decent score.  |  |                          |
|                  |    |        |  | Not measured as an oral presentation but with a set of survey assignments and a discussion board. Average score for these surveys was 95% and for the discussion was 90%, both of which increased from the last session. There were 58/A, and 3/Fs for the surveys and 49/A, 3/B, 0/C, 5/D, and 4/Fs for the discussion.  | In future classes, I will continue to incentivize students to complete all work by tying the letter grades to a combination of percentage scores and completion of all (or most) assignments.   | From previous: Analysis of the reason for the increased score revealed that many students chose to complete these assignments compared to the last semester, when several students chose to not do the work because it did not affect their grade negatively. I changed the scale and tied the letter grades to a combination of % scores and completion of all the assignments. |                          |
|                  |    |        |  | SLO 3 was based on the quality of the paper and presentation. Average score for the paper and presentation was 80%, a decrease of 6% over last semester. This was due to six students not submitting the work of the 47 students who submitted the work there was an avg score of 90%. This included 30 A's, 13 B's and 4 C's. The added a poster observation presentation with a questionnaire to enhance understanding of their knowledge of the effects of drugs on personal health, continued to help improve the assignment. Average score for the poster observations was 90%, a 0% improvement over last semester. | This assessment continues to accomplish the intended goals. No changes needed at this time.   |  |                          |
| HEAL 2           |    | 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 areas and made recommended changes in an essay based on the analysis. Average score for the paper was 60% (A/47, B/4, C/3, D/ & F/15), a 30% decline over last semester. This was primarily due to 15 students not submitting the paper and an increase in the papers point value, from 40 points to 100 points. It was thought that increasing the point value, would give incentive to   | Will continue to emphasize the rubric in communications and the class site as it appears to have been successful. Will also implement a change in what is needed in the assignment. In the future the analysis and the change paper will be | The Students who followed the rubric, had higher scores (47/70). Will continue to emphasize the essay rubric in class communications and the class site, as it appears to have been successful.  |                          |

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|                  | HEAL 2  | SLO #4          | Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.              | complete this portion but apparently did not. Of those that completed it, 53/70 received a B or higher (avg. 95%).   | required, to receive points for either. An all or none scoring value. This may give more incentive to complete the essay.   | The Students who followed the rubric, had higher scores (47/70). Will continue to emphasize the essay rubric in class communications and the class site, as it appears to have been successful. |                          |
|                  | HIST 1B | SLO #2 (Tomasz) | Evaluate the importance and the differentiation between primary and secondary sources in history learning.                                | Most students did well averaging 75% or higher individually. Class average stood at 60% (n=30). The average was driven down by 7 students who did not turn the paper in and earned "0" for the assignment. Most papers failed in properly identifying the research question or hypothesis that could clearly drive a well-researched project. Instead, some of the work reflected a mere summary and not the discussion I was hoping for. In-text citing and referencing was also poorly done. Papers were not submitted through originality report. | Rubric for the term paper was provided along with required elements of MLA formatting, sample essay and source citing information. Continue to share with students the importance of completing the assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance. | Refined research questions and insistence on selecting one to avoid summary reports.  |                          |
|                  | HIST 2A | SLO #1          | Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research. | Little knowledge between both sources initially, however, students reflected a 89% success rate in distinguishing these sources by end of semester.  | The same pedagogy is planned for ensuing semester.  | Assessment similar to those utilized in previous semester.  |                          |
|                  |         |                 |   | Significant understanding from the onset. Class seemed to grasp the importance gleaned from historical data from original as well as interpretive sources; 91% comprehension level by end of term.   | The same pedagogy is planned for ensuing semester.  | Assessment similar to those utilized in previous semester.  |                          |
|                  |         | SLO #2          | Students will demonstrate critical thinking ability through analyzing historiographic scholarship.  | Students given different interpretations of historical events and asked to analyze the author's argument for clarity, fact analysis, and bias. "Taking Sides," a publication designed for such purposes, supplements our text and other readings for this exercise. Moreover, primary sources are often examined by history's "participants" as a means for developing student understanding.<br><br>By end of semester, 74.3% attainment rate in meeting objective.   | Instructor will continue applying aforementioned tools during ensuing semester.   | No changes made to objective attainment methods.  |                          |

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|                  |    |        |   | Students given different interpretations of historical events and asked to analyze the author's argument for clarity, fact analysis, and bias. "Taking Sides," a publication designed for such purposes, supplements our text and other readings for this exercise. Moreover, primary sources are often examined by history's "participants" as a means for developing student understanding. Quantitative findings evidenced little comprehension –or necessity-during onset, however, 68% could discern relevance by semester's end | Instructor will continue applying aforementioned tools during ensuing semester.   | No changes made to objective attainment methods.                    |                          |
|                  |    | SLO #3 | Students will exhibit proper note taking and comprehension abilities for successful completion of history course.                         | Note books were collected at beginning and mid semester for result analysis; significant improvement noted. However, discussions often involved only those students who seemed more "comfortable" regarding public speaking. Here, less than one-third of the class by semester end attained this objective.  | Perhaps more group discussion might increase the satisfaction level of those being asked to address class.  |   |                          |
|                  |    |        |   | Somewhat difficult in an online environment to assess partial objective, although reading comprehension appeared sufficient as noted in the grading of essays and examinations.   | Incorporation of module discussing effective note taking and in class participation methodologies.  | No changes made other than topic diversity for discussion purposes. |                          |
| HIST 2B          |    | SLO #1 | Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research. | Little knowledge between both sources initially nor did students reflect an aptitude for objective by semester's end. Less than 28% had any clear understanding.  | The same pedagogy is planned for ensuing semester.  | Assessment similar to those utilized in previous semester.          |                          |
|                  |    |        |   | Of the 24 students that submitted research papers, approximately 95% revealed that they understood what primary and secondary sources were. However, and as noted in my last session, I have noted a ~rowing trend that reveals the reliance of students on website based sources, only. This was also prevalent in this session.   | I will have my syllabus and research paper information amended to include the need for 2 of the 5 (minimum) required sources to be book, magazine article, etc., sources, and that extra credit will be provided for students that utilize a primary source. This will ensure that each student |   |                          |

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|                  |    |        |  | Of the 24 students that submitted research papers, approximately 95% revealed that they understood what primary and secondary sources were. However, and as noted in my last session, I have noted a growing trend that reveals the reliance of students on website based sources, only. This was also prevalent in this session. | utilizes various sources when constructing their papers. Additionally, it will allow those students looking for extra credit, to find and utilize primary source(s).   |  |                          |
|                  |    |        |  | Of the 34 students that submitted research papers, approximately 95% revealed that they understood what primary and secondary sources were. However, and as noted in my last session, I have noted a growing trend that reveals the reliance of students on website based sources, only. This was also prevalent in this session. | I will have my syllabus and research paper information amended to include the need for 2 of the 5 (minimum) required sources to be book, magazine article, etc., sources, and that extra credit will be provided for students that utilize a primary source. This will ensure that each student utilizes various sources when constructing their papers. Additionally, it will allow those students looking for extra credit, to find and utilize primary source(s). |  |                          |
|                  |    | SLO #2 | Students will demonstrate critical thinking ability through analyzing historiographic scholarship. | Of the 34 students that submitted research papers, approximately 28 passed showing successful critical thinking, writing skills; 6 were less than satisfactory. These 6 revealed a need for work in their grammar, punctuation, syntax and overall paper construction and mechanics (as per the MLA format).                      | To enhance better student performance in this area, I will attempt to provide additional resources (such as access to MLA format information via additional websites, BCC Book Store, etc.) to assist hem in writing their research papers. I also intend to provide a paper construction outline on my Home Page (in the near future).  | Ira improve success in these area(s), I provided MLA resources at the BCC Book Store, as well as directing students to online sources for the MLA format. Additionally, I have provided instructional ideas on my Course Home Page that assist students in how to choose their topic of research and "Do's and Don'ts" when it comes to writing a paper. |                          |
|                  |    |        |  | Students given different interpretations of historical events and asked to analyze the author's argument for clarity, fact analysis,  |  |  |                          |

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|                  |         |        |   | <p>and bias. "Taking Sides," a publication designed for such purposes, supplements our text and other readings for this exercise. Moreover, primary sources are often examined by history's "participants" as a means for developing student understanding.</p> <p>By end of semester, 50% attainment rate in meeting objective.</p>   |  |   |                          |
|                  |         | SLO #3 | Students will exhibit proper note taking and comprehension abilities for successful completion of history course.               | <p>After review of Discussion Question responses and Discussion with peers, along with Research Papers, it is believed that most (at least 94%) students in my class revealed the aptitude and knowledge to apply what they learned through reading and viewing the chapters, lectures, discussion questions, and videos required for the course, to include tests/assignments and responding to their peers on the Discussion page. The remaining 6% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests.</p> | <p>I will continue to point out the importance of reading, viewing, and asking questions when students do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area . I will also point out to 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 in online discussion and to utilize the Course Home Page.</p> | <p>I have provided increased reminders and information on the Instructor's Posting Area and several sites on my Course Home Page in an attempt to provide increased assistance in this area(s).</p> |                          |
|                  |         |        |   | <p>Reading comprehension appeared sufficient as noted in the grading of essays and examinations. Note books collected and assessed for understanding. Majority seemed to excel in written area of objective.</p>   | <p>Incorporation of module discussing effective note taking and in class participation methodologies.</p>  | <p>No changes made other than topic diversity for discussion purposes.</p>  |                          |
|                  | HIST 8A | SLO #1 | Analyze the motivations, personalities, achievements and failures of major historical personages from the dawn of humans to the | <p>Average grade for the class in this category: 75%</p>   |  |   |                          |

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|                  | HIST 8A | SLO #1 | 14th Century   | Average grade for the class in this category: 75%   |   |   |                          |
|                  | HIST 8B | SLO #1 | Analyze the motivations, personalities, achievements and failures of major historical personages from the 14th Century to the present.   | Multiple choice questions. 90% (28/31) got a question on Reagan's understanding of the weakness of the USSR correct; and 97% (30/31) got a question on Truman's reasons for not bombing Communist China correct. The 31 students were an aggregate from the fall 2013 and spring 2014 History 8B online classes that I gave.  | Since the targets are met for this SLO, no additional pedagogical techniques  |   |                          |
|                  |         | SLO #2 | Review and discuss important historical problems and decide on possible solutions and alternatives from the 14th Century to the present.   | 77% (24/31) of the students got a question on Nathuram Godse's motives for assassinating Gandhi correct; and 94% (29/31) of the students got a question on the effects of the British withdrawal from India correct. The 31 students were an aggregate from the fall 2013 and spring 2014 History 8B online classes that I gave.  | Since the targets are met for this SLO, no additional pedagogical techniques  |   |                          |
|                  |         | SLO #3 | Evaluate the lessons of history from the 14th Century to the present and how they serve to instruct and inspire future generations. Instruct by providing examples of what to avoid and what to emulate. Inspire by giving models of achievement and virtue. | 81% (25/31) of the students got a question on problems that the communist regime in the USSR had with wheat production, correct; and 77% (24/31) got a question on the difference between British taxes on the American colonies before 1763, and taxes on those colonies after 1763. The 31 students were an aggregate from the fall 2013 and spring 2014 History 8B online classes that I gave. | Since the targets are met for this SLO, no additional pedagogical techniques  |   |                          |
|                  | HUMA 1  | SLO #1 | Explain the impact of the arts on society and self.  | 35/38 students completed the final exam; among this number, the passing ratio was 90%   | The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. |   |                          |
|                  |         |        |  | Students submitted an essay on a Humanities topic, agreed upon in advance with instructor. Required library research, sources, and integration of global awareness.   | N/A   | I worked with students individually via email and also posted additional announcements/information within the classroom |                          |
|                  |         | 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                        |   |                          |

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|                  |        | SLO #2 | Identify the unique characteristics of a specific form of art studies in class.  | All students fully participated in these very important assessments   | practice is indicated.   |           |  |
|                  |        |        |  | Students identified the unique characteristics of specific forms of art in the weekly quizzes, as well as the weekly discussions. 96.2% of students participated fully in this area on a weekly basis.  | n/a  |           | The Moodle classroom is much more user-friendly and has greatly enhanced my discussions response ratio.  |
|                  |        | SLO #3 | Compare and contrast art forms being studied in class and the relevant historical or cultural influences.                | 30/38 students successfully completed the Term Paper Assignment   | 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.   |           |  |
|                  |        |        |  | Students were tasked with comparing and contrasting art forms being studied in the class in our weekly discussions and then integrated their newfound knowledge into an essay. 28/37 students submitted essay and most scored above the 85% range | n/a  |           | The current assignments work well; however, the use of a print-only textbook could be reviewed especially in light of the college's commitment to online learning, economic factors, quality controls, and ADA 508 compliance.   |
|                  | HUMA 4 | SLO #1 | Analyze the motivations, personalities, achievements and failures of major film art personages from 1900 to the present. | (85%) Passed with 70% or Better [70%-79% (2); 80%-89% (2); 90%-100% (2)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.  | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement. |           | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief critiques of example films presented in class. This increased student participation and understanding of why certain films are used as paradigmatic examples to comparatively judge other films against. |
|                  |        | SLO #2 | Review and discuss important film art issues and decide on   | (85%) Passed with 70% or Better [70%-79% (2); 80%-89% (2); 90%-100% (2)] Pass   | Using Turnitin helped to maintain rigor in the   |           | The implementation of Turnitin functioned well to aid in the submission  |



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|                  |        | SLO #2 | possible solutions and alternatives from 1900 to the present.   | rate attributed to high student participation and active learning practiced in class to achieve core competencies.   | students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement.  | of work. Also, this semester students were required to do brief critiques of example films presented in class. This increased student participation and understanding of why certain films are used as paradigmatic examples to comparatively judge other films against.   |                          |
|                  |        | SLO #3 | Evaluate the lessons of film art from 1900 to the present and how they serve to instruct and inspire future generations. Instruct by providing examples of what to avoid and what to emulate. Inspire by giving models of achievement and virtue. | (85%) Passed with 70% or Better [70%-79% (2); 80%-89% (2); 90%-100% (2)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement. | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief critiques of example films presented in class. This increased student participation and understanding of why certain films are used as paradigmatic examples to comparatively judge other films against.                           |                          |
|                  | HUMA 5 | SLO #1 | Communication - The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.   | (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of              | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief analyses of example films presented in class. This increased student participation and understanding of why certain films are used as teaching tools to vivificate the reading and the principals of mythology discussed in class. |                          |

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|                  | HUMA 5 | SLO #1 | Communication - The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.                        | (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. | measurement.   | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief analyses of example films presented in class. This increased student participation and understanding of why certain films are used as teaching tools to vivificate the reading and the principals of mythology discussed in class. |                          |
|                  |        | 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.    | (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement. | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief analyses of example films presented in class. This increased student participation and understanding of why certain films are used as teaching tools to vivificate the reading and the principals of mythology discussed 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 | 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. | (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by   | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief analyses of example films presented in class. This increased student participation and understanding of why certain films are used as teaching tools to vivificate the reading and the principals of mythology discussed in class. |                          |

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|                  |        | 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. | (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies.<br><br>95% of students fully engaged in these very important dialogues              | allowing the addition of another method of measurement.<br><br>The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.  | The implementation of Turnitin functioned well to aid in the submission of work. Also, this semester students were required to do brief analyses of example films presented in class. This increased student participation and understanding of why certain films are used as teaching tools to vivificate the reading and the principals of mythology discussed in class. |                          |
| MATH 1           | SLO #1 | Demonstrate the ability to solve problems as listed in the objectives.  | There were 26 students who took the final exam. All of them achieved a grade of C or better. [100%]  | I don't see drastic changes in this course, but I would like more of our students get prepared for higher level mathematics courses while they are at BCC. As we do more to decrease the time they need to get to these levels, we will serve more of our math and science students. | Trigonometry has several components that must be learned before the students can do well in calculus, the course with trigonometry prerequisite. Students at this level are motivated to do well in mathematics. Thus, the assessments are quite similar from class to class and the results are almost always very good. |  |                          |
|                  | SLO #2 | Demonstrate the ability to analyze multiple representations of problems and the connections between such.                               | Of the 26 students who took exam 4 all obtained a C or better [70% or above]. This would be 100% achieving the SLO.  | These are very motivated students and should perhaps be challenged a bit more.   | This course is only offered in the Spring semester and is done so that it fits into the math sequence.  |  |                          |
|                  | SLO #3 | Demonstrate the ability to apply appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts. | Of the 27 students who took this exam, there were 25 who received a grade of C or better. These 25 were all present at the end of the course.  | This course is only offered spring semester. We can continue to add new examples and search out new methodologies because the core content is fairly established.  | Students at this level do not seem to have difficulty learning to use scientific or graphing calculators.   |  |                          |
| MATH 101         | SLO #1 | Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; | 70% of the students completed the class. Of the students who completed the class, 92% successfully met this SLO.   | The data indicates that this SLO was well met by the majority of the class. What I will do next class is to add more at home worksheet   | Changes made were that more focus was put on the sections that posed more problems for the students. So more time was given on the sections that the students felt they needed more time in.  |  |                          |

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|                  | MATH 101 | SLO #1 | operations on whole numbers, fractions, decimals, and signed numbers, one-step equations in a single variable, and application problems including the above. | 70% of the students completed the class. Of the students who completed the class, 92% successfully met this SLO.                                     | and quizzes, so that the students could have extra practice on their own.  | The results were more favorable this time around.   |                          |
|                  |          |        |  | Exam 1 – Of the 35 students – 30 or 85% were successful with a “C” or higher, 5 or 15% of the students didn’t not successfully pass this assessment. | Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial. | Added word problems that involve these basic skills in applications outside of the classroom. |                          |
|                  |          |        |  | Exam 1 – Of the 35 students – 33 or 94% were successful with a “C” or higher, 2 or 6% of the students didn’t not successfully pass this assessment.  | Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided   | Added word problems that involve these basic skills in applications outside of the classroom. |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  |    |        |  | Exam 1 – Of the 35 students – 33 or 94% were successful with a “C” or higher, 2 or 6% of the students didn’t not successfully pass this assessment. | one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial. | Added word problems that involve these basic skills in applications outside of the classroom.   |                          |
|                  |    | 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. | 70% of students completed the class. Of the students who completed the class, 81% successfully met this SLO.  | The data shows that this SLO was met favorably and with a high percentage of the class meeting the requirement. Changes that I plan to make for next time is to just like the above SLO, give more at home practice sheets and quizzes.   | I gave a lot more examples this semester, a lot more word problems to help my students see the different connections between problems and learn how to determine the operations needed. Here the results were very favorable as well. |                          |
|                  |    |        |  | Exam 3 - Of the 35 students –30 or 86% were successful with a “C” or higher, 5 or 14% of the students didn’t not pass this assessment.              | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided   |   |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan   | Follow-Up | Conclusions & Next Steps |
|------------------|----|-----|---------------|--|---|-----------|--------------------------|
|                  |    |     |               | Exam 3 - Of the 35 students –30 or 86% were successful with a “C” or higher, 5 or 14% of the students didn’t not pass this assessment. | one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO. |           |                          |

|  |  |  |  |  |   |   |  |
|--|--|--|--|--|---|---|--|
|  |  |  |  | Exam 3 - Of the 35 students –32 students completed the assignment and 3 students failed to complete the assessment. 30 student or 93% were successful with a “C” or higher, 2 or 7% of the students didn’t not pass this assessment. | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow | Added word problems that involve these basic skills in applications outside of the classroom. I also included area problems that involved a figure. |  |
|--|--|--|--|--|---|---|--|

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|---|---|--------------------------|
|                  |    |        |   | Exam 3 - Of the 35 students –32 students completed the assignment and 3 students failed to complete the assessment. 30 student or 93% were successful with a “C” or higher, 2 or 7% of the students didn’t not pass this assessment. | classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO.   | Added word problems that involve these basic skills in applications outside of the classroom. I also included area problems that involved a figure.   |                          |
|                  |    | 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. | 70% of students completed the class. Of the students who completed the class, 88% successfully met this SLO.   | The data shows that most students are able to use a calculator properly and solve the indicated problems appropriately using this tool. I plan to make worksheets just on connection problems using harder scenerios that will require the proper use of the calculator.  | I don’t use calculators excessively in my math 101 class, mostly during in class practice problems. Changes made were that I made sure that the majority of the class was getting similar answers which indicates they are using the tool properly. |                          |
|                  |    |        |   | Final Exam - Of the 35 students - 83% were successful with a “C” or higher, 17% of the students did not pass the assessment.   | In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3. | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology.                                       |                          |
|                  |    |        |   | Final Exam - Of the 35 students - 91% were successful with a “C” or higher, 9% of the students did not pass the assessment.  | 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  | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology.                                       |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|--------|--------|--|---|--|--|--------------------------|
|                  |        |        |  | Final Exam - Of the 35 students - 91% were successful with a "C" or higher, 9% of the students did not pass the assessment.   | evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3.   | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology.      |                          |
| MATH 2           | SLO #1 |        | Graph data using calculator/computer software.   | 17 out of 28 or 61% of students correctly answered the question to graph raw data   | Due to this skill being measured by one question on the final exam, it seems that the results may not be indicative of true student ability. Next semester specific graphing assignments will be given to measure this skill outside the environment of final exams.           | Last semester, pass rate of the course as a whole was used to measure this skill. This semester a specific question on the final exam was used. It gives us a better idea of the level of competency in this area. |                          |
|                  |        | SLO #3 | Understand and interpret statistics terminology. Organize and analyze data using established methods and distributions.  | This data is compiled from homework assignments, discussions, quizzes and the final exam. A – 6 students; B – 7 students; C – 9 students; D – 3 students; F – 3 students (11 students including those who did not take the final exam) 78.6% of the students who completed the course (completed all assignments, including the final exam) passed. 61.1% of students who remained enrolled in the course (including those who did not take the final exam) passed. | Last semester had a 73% pass rate. This semester's 78% is 5 percentage points higher than last semester (not including students who did not complete the final exam). Next semester I will work with students more closely to ensure that they are completing all assignments. | I used the same overall pass rate to measure this SLO. Due to the broad range of skills this seems to be the best measure at this time. I will further consider other methods of assessment for this SLO.          |                          |
| 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, | 19/21 score at/above 75% The results were excellent because many of the students recently completed Math 55. The student worked well together during lectures to prepare for the quizzes.   | Next time I teach the class, I want to use more structured word problems that will require prepared work sheets before lectures. The Power points are good but there are also good problems in the sections that should be covered too.  | It was over three years since I taught this class, so I had no good data to compare to.  |                          |



| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
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|                  | MATH 3 | SLO #1 | and advanced application problems including the above. | <p>19/21 score at/above 75% The results were excellent because many of the students recently completed Math 55. The student worked well together during lectures to prepare for the quizzes.</p> <p>Exam 1 – Of the 19 students – 17 or 89% were successful with a “C” or higher, 2 or 11% of the students did not successfully pass this assessment.</p> | <p>Next time I teach the class, I want to use more structured word problems that will require prepared work sheets before lectures. The Power points are good but there are also good problems in the sections that should be covered too.</p> <p>Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial.</p> | <p>It was over three years since I taught this class, so I had no good data to compare to.</p>  |                          |
|                  |        |        |  | <p>Of the students who completed the class, 84% successfully met this SLO.</p>  | <p>This data indicates that the majority of the class was able to perform the problems seen in class and achieve good results on</p>   | <p>Since it was my second time teaching, I was able to focus better of the problems that proposed more challenges and I saw better results than last class.</p> |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|--|--------------------------|
|                  |    |        |   | Of the students who completed the class, 84% successfully met this SLO.  | their exams. Net time I will keep focusing on individual help and extra examples.  | Since it was my second time teaching, I was able to focus better of the problems that proposed more challenges and I saw better results than last class. |                          |
|                  |    |        |   | Quiz 2 – Of the 23 students – 23 or 100% were successful with a “C” or higher.   | Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial. |  |                          |
|                  |    | SLO #2 | Representations/Connections : The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on the objectives that may include; polynomial, exponential, and logarithmic functions and | 16/21 scored at/above 75%. The results were excellent because many of the students recently completed Math 55. The students worked well together during lectures to prepare for the quizzes. | Need to bring graph paper to class so all students can practice graphing functions shifts by hand and using the calculator. This will improve their understanding of graphs.   | It was over three years since I taught this class, so I had no good data to compare to.  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|---|---|--------------------------|
|                  |    | SLO #2 | sequences and series, and their associated tables and graphs. | 16/21 scored at/above 75%. The results were excellent because many of the students recently completed Math 55. The students worked well together during lectures to prepare for the quizzes. | Need to bring graph paper to class so all students can practice graphing functions shifts by hand and using the calculator. This will improve their understanding of graphs.  | It was over three years since I taught this class, so I had no good data to compare to. |                          |
|                  |    |        |   | Exam 2 - Of the 19 students –18 or 94% were successful with a “C” or higher, 1 or 6% of the students didn’t not pass this assessment.  | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO. |   |                          |
|                  |    |        |   | Midterm - Of the 23 students –21 or 91% were successful with a “C” or higher, 2 or 9% of the students didn’t not pass this assessment.   | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students   |   |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|--|--|---|--|--------------------------|
|                  |    |        |  | Midterm - Of the 23 students –21 or 91% were successful with a “C” or higher, 2 or 9% of the students didn’t not pass this assessment.   | used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO. |  |                          |
|                  |    |        |  | Of the students who completed the class, 78% successfully met this SLO.  | This SLO was favorable too and showed good results. Changes that I plan to make will be to focus a lot more of my energy on the students that do not seem to be understanding it at a normal speed, so that the results can be even more favorable next time.   | This semester I did a lot of examples on similar situations and connected problems, so the results were much more favorable. |                          |
|                  |    | 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 | 17/21 demonstrated proficiency (above 75%) during classroom activities. We used graphing calculators and phone apps in class and on quizzes tests. We used the higher functions on the calculators such as permutations and combinations as well as using the matrix functions to solve system | I will have the students write out instructions on how to use their technology to solve the different problems and then partner up in class with students who use   | It was over three years since I taught this class, so I had no good data to compare to.                                      |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|--|--|---|---|--------------------------|
|                  |    | SLO #3 | objectives that may include; four function calculator, scientific calculator, graphing calculator, CAS, other. | of equations.  | different technology and share their instructions. Students will learn to use the different technologies available to them.   | It was over three years since I taught this class, so I had no good data to compare to.   |                          |
|                  |    |        |  | Final Exam - Of the 19 students – 17 or 89% were successful with a “C” or higher, 2 or 11% of the students didn’t not successfully pass this assessment. | In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3. |   |                          |
|                  |    |        |  | Final Exam - Of the 23 students – 22 or 96% were successful with a “C” or higher, 1 or 4% of the students didn’t not successfully pass this assessment.  | In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3. |   |                          |
|                  |    |        |  | Of the students who completed the class, 72% successfully met this SLO.  | The data indicates that this SLO needs the most work. One of the main reasons why this SLO was not as successful was because most of the students didn’t  | More work was done on calculators this time, more examples, yet a lot of the students did not acquire calculators. For those who did have calculators, they were able to learn how to properly use them and solve their problems. |                          |

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|------------------|--------|---|---|---|---|---|--------------------------|
|                  |        |   |   | Of the students who completed the class, 72% successfully met this SLO.   | have the appropriate calculators, meaning not advanced enough to perform the operations needed. Next class I plan to help my students find affordable calculators that perform all the necessary operations so that they can improve in this SLO. | More work was done on calculators this time, more examples, yet a lot of the students did not acquire calculators. For those who did have calculators, they were able to learn how to properly use them and solve their problems. |                          |
| MATH 4B          | 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. | Two students were enrolled in the course. An average of 60% ( A "C" on my grading scale) was obtained.  | The data indicates that for the students are understanding SLO 2 at a low "C: level....HW counts as two test grades(200 pts). One student, in particular, did not complete any of the 36 HW assignments that were assigned. Even though I indicated to this student the importance of HW, he did not complete the assignments... I consider this student an "outlier" |   |   |                          |
|                  |        | SLO #2  | Representations/connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such. | A 72 % average were obtained for this SLO.  | No changes except the importance of the completion of HW assignments  |   |                          |
|                  |        | SLO #3  | Technology: The student will demonstrate the ability apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.   | All students fully participated in these very important activities; a 60 % average was obtained indicating a low "C" on my grading scale  | No major changes will be made except in class problems will be given for the students to be worked on versus my doing the problem on the white board.   |   |                          |
| MATH 50          | SLO #1 | Problem Solving: Student will demonstrate the ability to solve level appropriate problems that may include; operations on signed numbers, several step  | Exam 1 – Of the 17 students – 17 or 100% were successful with a "C" or higher, 0 or 0% of the students didn't not successfully pass this assessment.                      | Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes.   | There were minor changes made to this assignment from the time it was previously taught. This assessment included more operations with signed numbers.  |   |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|--|--------------------------|
|                  | MATH 50 | SLO #1 | equations and inequalities in a single variable, operations on polynomials (emphasis on factoring), integral exponents, and elementary application problems including the above. | Exam 1 – Of the 17 students – 17 or 100% were successful with a “C” or higher, 0 or 0% of the students didn’t not successfully pass this assessment. | Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial. | There were minor changes made to this assignment from the time it was previously taught. This assessment included more operations with signed numbers. |                          |
|                  |         |        |  | Exam 1 – Of the 23 students – 23 or 100% were successful with a “C” or higher, 0 or 0% of the students didn’t not successfully pass this assessment. | Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions   | There were minor changes made to this assignment from the time it was previously taught. This assessment included more operations with signed numbers. |                          |

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|------------------|----|-----|---------------|---|--|---|--------------------------|
|                  |    |     |               | Exam 1 – Of the 23 students – 23 or 100% were successful with a “C” or higher, 0 or 0% of the students didn’t not successfully pass this assessment.                                    | where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial.  | There were minor changes made to this assignment from the time it was previously taught. This assessment included more operations with signed numbers.            |                          |
|                  |    |     |               | Exam 1 –Of the 19 students – 18 or 95% were successful with a “C” or higher, 1 or 5.3% of the students didn’t not successfully pass this assessment.                                    | Monitoring students work, using summative and cumulative assessments are some of the forms used to evaluate students learning outcomes. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue to use several instructional strategies that have shown to be effective in my class sessions. I plan to continue using cooperative learning where students are placed in appropriate groups. I am also planning to continue using class discussions where students are explaining their understanding in solving math problems. I believe having students discuss their understanding to fellow classmates and instructor is very beneficial. | There were minor changes made to this assignment from the time it was previously taught. This assessment included more operations with signed numbers.            |                          |
|                  |    |     |               | Students were given several problems directly related to the SLO. Their performance on those problems were analyzed and the results are follows:<br><br>34% of the students met the SLO | An attempt will be made to provide more opportunities during the formative assessments for students to work problems that are more similar to  | Implemented new assessment method to get more student participation in the SLO assessment process. Now the SLO questions are on the quiz rather than stand-alone. |                          |



| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|---|--------------------------|
|                  |    |     |               | 66% of the students did not meet the SLO  | the ones on the summative assessment.  | Implemented new assessment method to get more student participation in the SLO assessment process. Now the SLO questions are on the quiz rather than stand-alone.   |                          |
|                  |    |     |               | The problems that were selected for SLO #1 demonstrated comprehension of the concept 73.3% of the time. | For this class, the decrease in comprehension was mainly due to poor attendance. This was an 8am class, and several of the poor students had failed this class previously. Instead of dividing the class up into two groups of people who were current with the material and people who were lagging behind didn't work. It made the people lagging behind more likely to not come to class. When teaching factoring, I found that giving the numbers place-holders instead of extra variables led to easier comprehension of the concept. | There were no changes made in the method of collection from the previous data collection. The same type of problems were used with only the numbers changed. The previous comprehension rate was 68.3% of the time. |                          |
|                  |    |     |               | The problems that were selected for SLO #1 demonstrated comprehension of the concept 76.4% of the time. | The increase in comprehension of the concept for this class was mostly due to the students being very bright. Instead of dividing the class up into two groups of people who were current with the material and people who were lagging behind didn't work. It made the people lagging behind more likely to not come to class. When teaching factoring, I found that giving the numbers place-holders instead of extra variables led to easier  | There were no changes made in the method of collection from the previous data collection. The same type of problems were used with only the numbers changed. The previous comprehension rate was 68.3% of the time. |                          |

| Reporting Period | ID     | SLO | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|-----|---|---|---|---|--------------------------|
|                  |        |     |   | The problems that were selected for SLO #1 demonstrated comprehension of the concept 76.4% of the time.   | comprehension of the concept.   | There were no changes made in the method of collection from the previous data collection. The same type of problems were used with only the numbers changed. The previous comprehension rate was 68.3% of the time. |                          |
|                  | 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. | Exam 3 - Of the 17 students – 16 students or 94% of the students completed this assignment and 1 student or 6% of the students failed to submit this assignment. Of the 16 students – 15 or 93.7% were successful with a “C” or higher, 1 or 6.3% of the students didn’t follow the rubric. | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO. | There were minor changes in this assessment. Exam 3 included more problems that involved linear equations and students were asked to graph using the different methods discussed in class.                          |                          |
|                  |        |     |   | Exam 3 - Of the 19 students – 17 students or 90% of the students completed this assignment and 2 student or 10% of the students failed to submit this assignment. Of the 17 students – 13 or 77% were   | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students   | There were minor changes in this assessment. Exam 3 included more problems that involved linear equations and students were asked to graph using the different methods discussed in class.                          |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|----|-----|---------------|--|---|--|--------------------------|
|                  |    |     |               | successful with a "C" or higher, 4 or 23% of the students didn't follow the rubric.  | used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO. | There were minor changes in this assessment. Exam 3 included more problems that involved linear equations and students were asked to graph using the different methods discussed in class. |                          |
|                  |    |     |               | Exam 3 - Of the 23 students –17 or 74% were successful with a "C" or higher, 6 or 26% of the students didn't not pass this assessment. | Students demonstrated improvement doing operation with fractions. Monitoring students work and evaluating if students used multiple representations to solve math problems were forms used to assess SLO #2. Students that were struggling had the opportunity to be guided one-on-one by classmates and instructor. I plan to continue using cooperative learning where students are placed in appropriate   | There were minor changes in this assessment. Exam 3 included more problems that involved linear equations and students were asked to graph using the different methods discussed in class. |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|---|--------------------------|
|                  |    |     |               | Exam 3 - Of the 23 students –17 or 74% were successful with a “C” or higher, 6 or 26% of the students didn’t not pass this assessment.  | groups and are using several of representations to solve math problems. I believe having students discuss their understanding using various connections in learning to fellow classmates and instructor is very beneficial. Furthermore, having more faculty collaboration and sharing effective instructional strategies would benefit instructors and student outcomes in each SLO.  | There were minor changes in this assessment. Exam 3 included more problems that involved linear equations and students were asked to graph using the different methods discussed in class.                        |                          |
|                  |    |     |               | Students were given several problems directly related to the SLO. Their performance on those problems were analyzed and the results are follows:<br><br>56% of the students met the SLO<br>44% of the students did not meet the SLO | There is a huge disparity between success rates on homework vs. success on the quiz with the SLO assessment questions. This is to be expected seeing that students have infinite tries on the homework but only one attempt on the quiz. Through the use of the discussion board, it is hoped that students will understand the emphasis on problems of that type and work towards an understanding of the concepts rather than completion of the assignments. | Implemented new assessment method to get more student participation in the SLO assessment process. Now the SLO questions are on the quiz rather than stand-alone.   |                          |
|                  |    |     |               | The problems that were selected for SLO #2 demonstrated comprehension of the concept 60.6% of the time.   | The class as a whole seemed to struggle with the graphing section, which was covered before I took over the class. I spent one half-day reviewing graphing at the end of the semester, but most of the class did not stay for the  | There were no changes made in the method of collection from the previous data collection. The same type of problems were used with only the numbers changed. The previous comprehension rate was 80% of the time. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|---|--|---|---|--------------------------|
|                  |    |        |   | The problems that were selected for SLO #2 demonstrated comprehension of the concept 60.6% of the time.  | review. I plan on devoting one extra day of lecture to the graphing chapter and having students graph lines on the board for practice. I also plan on bringing a yardstick to make my lines and graphs neater and more accurate.  | There were no changes made in the method of collection from the previous data collection. The same type of problems were used with only the numbers changed. The previous comprehension rate was 80% of the time. |                          |
|                  |    |        |   | The problems that were selected for SLO #2 demonstrated comprehension of the concept 74.1% of the time.  | I plan on devoting one extra day of lecture to the graphing chapter and having students graph lines on the board for practice. I also plan on bringing a yardstick to make my lines and graphs neater and more accurate.  | There were no changes made in the method of collection from the previous data collection. The same type of problems were used with only the numbers changed. The previous comprehension rate was 80% of the time. |                          |
|                  |    | SLO #3 | Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts that may include; four function calculator, scientific calculator, other. | Final Exam - Of the 17 students – 17 students or 100% of the students completed this assignment. Of the 17 students - 88% were successful with a “C” or higher, 12% of the students did not pass the assessment. | In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3. | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology.     |                          |
|                  |    |        |   | Final Exam - Of the 19 students – 19 students or 100% of the students completed this assignment. Of the 19 students - 85% were successful with a “C” or higher, 15% of the students did not pass the assessment. | 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  | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology.     |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|---|---|--------------------------|
|                  |    |     |               | Final Exam - Of the 19 students – 19 students or 100% of the students completed this assignment. Of the 19 students - 85% were successful with a “C” or higher, 15% of the students did not pass the assessment.                    | evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3.  | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology. |                          |
|                  |    |     |               | Final Exam - Of the 23 students – 23 students or 100% of the students completed this assignment. Of the 23 students - 87% were successful with a “C” or higher, 13% of the students did not pass the assessment.                    | In the future I plan to integrate technology into the curriculum when appropriate. I plan to learn new technology currently used to solve mathematical problems and persuade students to analyze and evaluate mathematical concepts using technology. Also having faculty collaboration and sharing effective instructional strategies using technology would benefit instructors and student outcomes in SLO #3. | Added more technology in the classroom. Used power point presentations to provide visuals to evaluate mathematical problems and concepts. I plan to give more opportunities for project involving technology. |                          |
|                  |    |     |               | Students were given several problems directly related to the SLO. Their performance on those problems were analyzed and the results are follows:<br><br>39% of the students met the SLO<br>61% of the students did not meet the SLO | This SLO needs to be discussed to determine whether or not is should be eliminated. The problems chosen required the use of technology to solve but failure to do so does not necessary reflect on an inability to use technology. Though possible to assess, it must be seriously considered whether or not there is a desire to do so.  |   |                          |
|                  |    |     |               | The problem that was selected for SLO #3 demonstrated comprehension of the concept 77.8% of the time.<br><br>(*Students were not allowed to use   | In general, this class did understand how to use a calculator to solve the required problem. The question was missed most   | There were no changes made in the method of collection from the previous data collection. The same type of problem was used with only the numbers changed. The previous                                       |                          |

| Reporting Period | ID     | SLO  | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up                                 | Conclusions & Next Steps |
|------------------|--------|--|---|--|--|---|--------------------------|
|                  |        |  |   | <p>graphing calculators in Math 50, as some problems required the students to know how to graph a line on the xy-plane from a linear equation.</p> <p>**The percentage for SLO requirements met is based on the students who appeared to use a calculator for the appropriate problem on the final exam. Some students who forgot to bring a calculator chose to try to work this problem out by hand instead of asking to borrow a calculator. I omitted the data in those obvious instances.)</p>  | often by those who failed to set up the problem correctly.   | comprehension rate was 74.3% of the time. |                          |
| 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. | <p>20/24 completed the task at 80% or higher accuracy. This class consisted of many of my previous students who were used to the type of problems that ask.</p> <p>29/39 (74%) of students completed at least 70% of the problems correctly in assessment 1 (Midterm). 23/39 (59%) of students completed at least 80% of the problems correctly in assessment 1 (Midterm). Of the 10 students that did not score at least 70%, 3 did not take the exam and the other 7 were not prepared, even though they took the exam.</p> | <p>What the above collected data indicates and changes in pedagogy we plan to make next semester: Consider using problems already worked out but with errors for students to find the errors and explain how to do the problem right from that point on</p> <p>Since I made many changes last term (Spring 2014), and I saw a drop in results, I'm not going to change too many things because I need to rule out some variables. I'm going to maintain my standards on discussion boards and posts but I'm not going to change questions from the midterm and the final. If at the end of summer I note an increase in the assessment results, then I can attribute that to better preparation on part of the</p> | <p>I used more sample problems from the book and less from the power point.</p> <p>From the previous assessment, I changed the questions for every quiz and the midterm (I kept the formatting the same, but changed the values which in turn changed the solutions). The questions on the final were left the same. In addition, I was a bit stricter in how I graded discussion prompts and posts. As a result, I noticed that discussion posts got better as the term progressed, however the results of the assessment (midterm 1) and the retention rate weren't as good as last term. It honestly felt like I had a lot of students that weren't as prepared as they needed to be, especially for an online math class which requires a lot of</p> |   |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|--|--|---|--------------------------|
|                  |    |     |               | 29/39 (74%) of students completed at least 70% of the problems correctly in assessment 1 (Midterm). 23/39 (59%) of students completed at least 80% of the problems correctly in assessment 1 (Midterm). Of the 10 students that did not score at least 70%, 3 did not take the exam and the other 7 were not prepared, even though they took the exam. | students or a sharing of course materials (which will be handled at a later time). If I note another decrease, then this will be cause for further evaluation of the progress of the students,   | motivation and self tutelage. I'm not sure if the decline in assessment results was due to lack of preparation on part of the students, lack of motivation on the students part, or cheating where people could have gotten copies of the midterm from students in previous terms.  |                          |
|                  |    |     |               | 35/38 (92%) of students completed at least 70% of the problems correctly in assessment 1 (Midterm). 30/38 (79%) of students completed at least 80% of the problems correctly in assessment 1 (Midterm). The 3 students that did not score at least 70% was because they were not prepared (they did take the exam)                                     | The changes I made to the discussion board worked. So, I will continue with these changes in the next term. For the midterm, however, I will be reworking some questions for the purpose of preventing cheating.   | Directions and explanations were modified at the course discussion board. I also made it a point to comment more and allow students to change their answers for increased credit. On the midterm itself, I changed nothing. However, in the discussion boards I placed more emphasis on problem solving and critical thinking. In addition, I changed some of the weighting....I made discussions and quizzes worth more, and the midterm and final worth less. I believe because of this students were more active in the discussion boards. |                          |
|                  |    |     |               | 70 students took the final exam. Of those, 59 achieved a grade of C or better [84.3%]  | It has already been concluded that meeting just once per week for 4 hours (as for CRN 10311) is not in the best interests of the students. This information validates that conclusion.   | "As a department, we decided to change the SLO's to those that address more individual and specific mathematical skills. Meetings of full-time instructors will begin early next semester so that this new process can be in place for the semester". Meetings were scheduled but this process is not complete.   |                          |
|                  |    |     |               | 83% of students completed the class. Of the students who completed the class, 80% successfully met this SLO.   | The data indicates that the majority of the class was able to demonstrate the ability to solve the problems that were taught in this course. Next class I plan to give a lot more problems and scenerios. With more examples for practice, the percentage of successfully meeting the SLO should increase. |   |                          |



| Reporting Period | ID     | SLO | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|--------|-----|--|--|---|--|--------------------------|
|                  |        |     |  | <p>Multiple-choice question: Based on a written exam, final exam, 32 students took the final exam. 30 out of 32 students successfully demonstrated proficiency in solving level appropriate problems based on the objectives</p> <p>3 students did not take the final exam. 2 students dropped the class and did not take the final.</p>               | No need to change the pedagogy as the success rate is high.   |  |                          |
|                  |        |     |  | The problems that were selected for SLO #1 demonstrated comprehension of the concept 82.9% of the time.  | The rise in comprehension is mostly due to this class being comprised of former students who did very well in my previous class. The next time I teach this class, I plan on spending more time in Chapters 6 and 7 and less time on the concepts that were covered in Math 50. | There were no changes made in the method of collection from the previous data collection. The same type of problem was used with only the numbers changed. The previous comprehension rate was 76.7% of the time.  |                          |
|                  | SLO #2 |     | Representations/Connections : The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on the objectives that may include; linear equations and inequalities, linear, quadratic, and rational functions, and their associated tables and graphs. | 23/27 completed the tasks above 70%. The students who took math 50 last term did better than others. Also, students who passed with C's last term are still struggling.  | Next time, I want have handouts that will have the students do many graphing problems presented in the different way i.e. equations, graphs, and slope/points. At first avoiding fractions and then increasing the use of fractions in the problems.                            | More in-depth practice in this area. More and harder problems that involved fractions.   |                          |
|                  |        |     |  | 29/39 (74%) of students completed at least 70% of the problems correctly in assessment 1 (Midterm). 23/39 (59%) of students completed at least 80% of the problems correctly in assessment 1 (Midterm). Of the 10 students that did not score at least 70%, 3 did not take the exam and the other 7 were not prepared, even though they took the exam. | Since I made many changes last term (Spring 2014), and I saw a drop in results, I'm not going to change too many things because I need to rule out some variables. I'm going to maintain my standards on discussion boards and  | Since I made many changes last term (Spring 2014), and I saw a drop in results, I'm not going to change too many things because I need to rule out some variables. I'm going to maintain my standards on discussion boards and posts but I'm not going to change questions from the midterm and the final. If at the end of summer I note an |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|--|---|---|--------------------------|
|                  |    |     |               | 29/39 (74%) of students completed at least 70% of the problems correctly in assessment 1 (Midterm). 23/39 (59%) of students completed at least 80% of the problems correctly in assessment 1 (Midterm). Of the 10 students that did not score at least 70%, 3 did not take the exam and the other 7 were not prepared, even though they took the exam. | posts but I'm not going to change questions from the midterm and the final. If at the end of summer I note an increase in the assessment results, then I can attribute that to better preparation on part of the students or a sharing of course materials (which will be handled at a later time). If I note another decrease, then this will be cause for further evaluation of the progress of the students, | increase in the assessment results, then I can attribute that to better preparation on part of the students or a sharing of course materials (which will be handled at a later time). If I note another decrease, then this will be cause for further evaluation of the progress of the students,   |                          |
|                  |    |     |               | 35/38 (92%) of students completed at least 70% of the problems correctly in assessment 1 (Midterm). 30/38 (79%) of students completed at least 80% of the problems correctly in assessment 1 (Midterm). The 3 students that did not score at least 70% was because they were not prepared (they did take the exam).                                    | The changes I made to the discussion board worked. So, I will continue with these changes in the next term. For the midterm, however, I will be reworking some questions for the purpose of preventing cheating.  | Directions and explanations were modified at the course discussion board. I also made it a point to comment more and allow students to change their answers for increased credit. On the midterm itself, I changed nothing. However, in the discussion boards I placed more emphasis on problem solving and critical thinking. In addition, I changed some of the weighting....I made discussions and quizzes worth more, and the midterm and final worth less. I believe because of this students were more active in the discussion boards. |                          |
|                  |    |     |               | 67 students took exam 4. Of those, 54 achieved a grade of C or better [80.6%]  | It has already been concluded that meeting just once per week for 4 hours (as for CRN 10311) is not in the best interests of the students. This information validates that conclusion.  | "As a department, we decided to change the SLO's to those that address more individual and specific mathematical skills. Meetings of full-time instructors will begin early next semester so that this new process can be in place for the semester". Meetings were scheduled but this process is not complete.   |                          |
|                  |    |     |               | 83% of students completed the class. Of the students who completed the class, 88% successfully met this SLO.   | The data indicates that this SLO was the best met by the students, they showed great progress in connecting similar problems and using what   |   |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|---|---|---|--|--------------------------|
|                  |    |        |   | 83% of students completed the class. Of the students who completed the class, 88% successfully met this SLO.  | they learned to solve problems using the same situations. Next class I plan to use similar techniques, but I will also add more problems to strengthen this SLO even more.  |  |                          |
|                  |    |        |   | Multiple-choice question: Based on a written exam, final exam, 32 students took the final exam. 28 out of 32 students successfully demonstrated proficiency in the ability to analyze multiple representations of level appropriate problems.<br><br>3 students did not take the final exam. 2 students dropped the class and did not take the final. | None are needed as the success rate is high. Students must be reminded to attend classes, do homework, and read the textbook faithfully.  |  |                          |
|                  |    |        |   | The problems that were selected for SLO #2 demonstrated comprehension of the concept 73.2% of the time.   | The problems I chose were more difficult and more accurately fit the SLO than the previous semester. Again, the concept of linear inequalities in two variables was a difficult concept to grasp, and that problem was omitted from the final exam often. If that was a required problem, the percentage would have been much lower. Also, the inclusion of the several-step problem of graphing a quadratic equation was also omitted often. I plan on spending more time in Chapter 7 and spending more time on graphing quadratic equations. | This semester, I chose to include a more difficult type of problem, as the results from the previous semester seemed inflated. I chose to include the graph of a quadratic equation, which is one of the most challenging topics of the semester. The previous comprehension rate was 93.7% of the time. |                          |
|                  |    | SLO #3 | Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, | 22/24 demonstrated proficiency during classroom activities. We used calculators in class after the first chapter tests. The students adapted quickly to their   | I need to be aware of more apps to tell the students about and to avoid the apps that solve the algebra   | No real changes to SLO except to adjust to the number of students using phone apps instead of calculator. I need to encourage students to get an app not   |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|--|--|--|---|--------------------------|
|                  |    | SLO #3 | synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator, scientific calculator, graphing calculator, other. | technology (their phone apps). 7 students used graphing calculators. The wide variety of calculators in the class slowed down instruction at times.  | for the students. Add a list of suggested apps to download to the course syllabus. Have pre-printed directions for the different style of calculators to speed up instruction..  | just use the default calculator phone app. I did take time to show students to use higher math functions on the calculators like exponents and logs.  |                          |
|                  |    |        |  | 72 students took exam 3. Of those, 52 achieved a grade of C or better [72.2%]  | It has already been concluded that meeting just once per week for 4 hours (as for CRN 10311) is not in the best interests of the students. This information validates that conclusion.   | "As a department, we decided to change the SLO's to those that address more individual and specific mathematical skills. Meetings of full-time instructors will begin early next semester so that this new process can be in place for the semester". Meetings were scheduled but this process is not complete. |                          |
|                  |    |        |  | 83% of students completed the class. Of the students who completed the class, 76% successfully met this SLO.   | The data indicates that this SLO needs the most work. One of the main reasons why this SLO was not as successful was because most of the students didn't have the appropriate calculators, meaning not advanced enough to perform the operations needed. Next class I plan to help my students find affordable calculators that perform all the necessary operations so that they can improve in this SLO. |   |                          |
|                  |    |        |  | Multiple-choice question: Based on a written exam, quiz assignment, 38 students took the quiz assignment. 38 out of 38 students successfully demonstrated the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts | No changes to pedagogy are needed as the success rate is perfect.  |   |                          |
|                  |    |        |  | 1 student did not take the quiz assignment.<br>4 students were instructor dropped, and did not take the quiz.  |  |   |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|--|---|---|---|--------------------------|
|                  |        |        |  | The problems that were selected for SLO #3 demonstrated comprehension of the concept 57.1% of the time.   | The problem for SLO data required students to approximate the roots of a polynomial, which was several steps and much more difficult than the previous problem. Some students did not have the correct set-up before making their computation. Other students had different types of calculators where they needed to place parenthesis around certain numbers to get an accurate answer. I plan on spending more one-on-one time with each student in order to make sure each one understands how to approximate roots on their specific calculator. I will also plan on having enough back-up calculators for the students who didn't bring theirs. | I chose a different problem for data collection involving square roots, which was much more difficult than the problem from the last semester. The previous comprehension rate was 88.3% of the time. |                          |
|                  | MGMT 1 | SLO #1 | Evaluate the roles of managers based on the various levels of management: reflective of the four principal functions and challenges of an exceptional manager, fundamentals of planning, and characteristics of successful international managers. | An average of 71 % of the students who responded to both discussion questions successfully articulated the concepts in this SLO. The other 29% did not respond or was missing one or both of the two required posts for either of the assignment. However, the statistics are slightly lower than the average stated above for lesson 6 at 65%. | The above data indicates that the learning diminishes a little toward the end of the course. I believe this is because some students may stop trying after the midterm if the work becomes too difficult for them. As always, to try and remedy this I will spend more time at the beginning of the course discussion the syllabus. I intend to add a quiz that includes questions about the syllabus to ensure students know what is required of   | There were no changes made from the previous results. Although I had intended to add some web sessions on CCC Confer, there was no time in my schedule to permit my doing so.                         |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|--|---|--|---|--------------------------|
|                  | MGMT 1 | SLO #1 | Evaluate the roles of managers based on the various levels of management: reflective of the four principal functions and challenges of an exceptional manager, fundamentals of planning, and characteristics of successful international managers. | An average of 71 % of the students who responded to both discussion questions successfully articulated the concepts in this SLO. The other 29% did not respond or was missing one or both of the two required posts for either of the assignment. However, the statistics are slightly lower than the average stated above for lesson 6 at 65%. | them.  | There were no changes made from the previous results. Although I had intended to add some web sessions on CCC Confer, there was no time in my schedule to permit my doing so. |                          |
|                  |        | SLO #2 | Critically assess the dynamics of strategic management and the process to include the four steps in decision making, elements of an organization and types of structures, leadership skills, and the effectiveness of communication techniques.    | Of the 33 students in the class, 70% (23/33) of the students earned a 60% or better on the final research paper. The other 30% (10/33) of the students received a failing grade.  | The above data demonstrates that overall my teaching strategy is working because through Lessons, email responses, discussion posts, peer discussions and PowerPoint presentations the majority of the students are able to communicate the concepts in this SLO effectively. It also indicates that a significant number of students (33%) did not pass the final exam essay because they did not complete it. I suspect that many of them did not take into account the intensity of the course material. As always, to try and remedy this I will spend more time at the beginning of the course discussion the syllabus. I intend to add a quiz that includes questions about the syllabus to ensure students know what is required of them. | There were no changes made from the previous results. Although I had intended to add some web sessions on CCC Confer, there was no time in my schedule to permit my doing so. |                          |
|                  |        | SLO #3 | Articulate the various aspects of organizational decision-   | An average of 65% of the students who responded to the both discussion  | The above data demonstrates that overall   | There were no changes made from the previous results. Although I had  |                          |

| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|--|---|---|---|--------------------------|
|                  |        | SLO #3 | making process and how they are reflective of team building, employee performance, conflict management, and representative of cultural values and attitudes that affect human behavior in the workplace environment. | questions did so successfully. 5% of the students responded to only one part of an assignment and the other 30% did not respond to either discussion. | my teaching strategy is working because through Lessons, email responses, discussion posts, peer discussions and PowerPoint presentations the majority of the students are able to communicate the concepts in this SLO effectively. It also indicates that a significant number of students (33%) did not pass the final exam essay because they did not complete it. I suspect that many of them did not take into account the intensity of the course material. As always, to try and remedy this I will spend more time at the beginning of the course discussion the syllabus. I intend to add a quiz that includes questions about the syllabus to ensure students know what is required of them. | intended to add some web sessions on CCC Confer, there was no time in my schedule to permit my doing so.  |                          |
|                  | MGMT 7 | SLO #1 | Analyze leadership values, attributes, skills and actions in the workplace environment.  | This SLO was covered successfully with 85% of the students tested. The other 15% missed at least on of the questions in the series.                   | The data indicated that the students are responding well to the teaching methodology currently being used. However, I will need to review the questions that were missed by 15% of the students and attempt to reach them.  | Although I believe that this SLO was covered adequately, I will review the quiz data more thoroughly and will likely modify one of the discussion questions to specifically address these concepts by the fall of 2014. I am in the process of researching data and I will use information gathered from the Advisory Board meeting in March to update this learning outcome. |                          |
|                  |        | SLO #2 | Interpret the three phases of the Leader Development program through observations, assessment and coaching model   | 80% of the students answered correctly on the final exam to the questions related to this SLO. The other 20% missed at least 1 of the 3 questions.    | The results of student learning in this area declined. I proposed creating a study guide for the final exam in my last  | No changes were made since the fall session.  |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|---|---|--|---|--------------------------|
|                  |          | SLO #2 | improve/sustain leadership performance.                             | 80% of the students answered correctly on the final exam to the questions related to this SLO. The other 20% missed at least 1 of the 3 questions.  | SLO report. I will create one before the fall of 2014 and observe whether the study guide will help the students better understand the concepts.   | No changes were made since the fall session.  |                          |
|                  | MUSI 12A | SLO #1 | Theory: Sight read appropriate level of individual repertoire.      | 100% of the students were successful with a grade of "A"  | Take more time with flash cards for the aspects of theory  | More individual attention for 3 of the students   |                          |
|                  |          | SLO #2 | Method: Play assigned repertoire with appropriate level of fluency. | 100% of the students were successful with a grade of "B" or higher  | Take more time with flash cards for musical note identification.   | More individual attention for 3 of the students   |                          |
|                  | MUSI 12B | SLO #1 | Theory: Sight read appropriate level of individual repertoire.      | 100% of the students were successful with a grade of "B" or better  | Take more time with flash cards for more advanced aspects of theory - i.e. key signatures  | More individual attention for student   |                          |
|                  |          | SLO #2 | Method: Play assigned repertoire with appropriate level of fluency. | 100% of the students were successful with a grade of "A"  | Take more time with flash cards for more advanced aspects of theory-i.e. key signatures  | More individual attention for students  |                          |
|                  | MUSI 3   | SLO #1 | Analyze the historical and sociological effects of American music.  | Essay Summary<br>50% received an "A"<br>59% received a "B" or higher<br>82% received a "C" or higher<br>The remaining 18% received a "D" (no "F"s) due to not following instructions.                 | This is an effective assignment. There will be a change to this assignment, in that it will ask the student to specify the genre of the artist and to make sure to concentrate only on that genre when speaking about the artist's contributions in the field. This should help make students even more successful in this assignment. | The only change that was made to this assignment was to make it clear how many points would be taken off for grammar, punctuation, and spelling errors. Last semester, 88% received a "C" or higher. This time it was 82%. This still shows a high percentage of students who are doing well on this particular assignment. |                          |
|                  |          |        |   | Project Summary:<br>37% received an "A"<br>66% received a "B" or higher<br>84% received a "C" or higher<br>The remaining 16% received a "D" or lower (only 2 "F"s) due to not following instructions. | This is an effective assignment. A couple of very small changes will be made to question #8 and question #10 to help students give answers that are specific and less vague. This should help make students even more  | There were 2 very small additions to the instructions to make certain questions more clear. Although 85% received a "C" or higher last semester and this time was 1 percentage point lower, the answers for the specific questions that had the additional information went up dramatically.                                |                          |



| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|---|--|---|---|--------------------------|
|                  |        |        |   | <p>Project Summary:<br/>           37% received an "A"<br/>           66% received a "B" or higher<br/>           84% received a "C" or higher<br/>           The remaining 16% received a "D" or lower (only 2 "F"s) due to not following instructions.</p>   | successful in this assignment.  | There were 2 very small additions to the instructions to make certain questions more clear. Although 85% received a "C" or higher last semester and this time was 1 percentage point lower, the answers for the specific questions that had the additional information went up dramatically.  |                          |
|                  |        | SLO #2 | Through Discussion, objective exam, and written work, 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.  | 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.  | There were no changes recommended.  |                          |
|                  | MUSI 4 | SLO #1 | Through rehearsal and performance, demonstrate 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>33% received a score of 4 out of 4<br/>           50% received a score of 3 out of 4<br/>           17% received a score of 2 out of 4<br/>           83% of students received a score of 3 or higher.</p>  | There will be an effort to emphasize expression, using comparison.  | The last SLO form said: "While there is definite improvement in their vocal skills from the beginning of class to the end, there is still a plan to make expression a priority. There will demonstration and comparison by students, possibly using video." This was not accomplished. This was the first time that the class was taught for half the units which created a time crunch. More time was spent learning the music than the fine-tuning. |                          |
|                  |        | SLO #2 | Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics). | <p>Evaluation forms of the rehearsal video and the performance video for comparison. A sampling of evaluation forms were kept. A rubric is on the first page and comments are on the second page.</p> <p>Student A<br/>           Balance: rehearsal – 5 out of 5<br/>                     Performance – 4 out of 5<br/>           Blend: rehearsal – 5 out of 5<br/>                     Performance – 5 out of 5<br/>           Diction; rehearsal – 3 out of 5<br/>                     Performance – 4 out of 5<br/>           Eyes on dir: rehearsal – 5 out of 5<br/>                     Performance – 4 out of 5</p> | The last SLO form said: "While there is definite improvement in their choral skills from the beginning of class to the end, there is still a plan to make expression a priority. There will be demonstration and comparison by students, possibly using video." This was not accomplished. This was the first time that the class was taught for half the units which |   |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|-----------|--------------------------|
|                  |    | SLO #2 | Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics). | <p>Ph./Expr: rehearsal – 2 out of 5<br/>Performance – 3 out of 5</p> <p>Student B<br/>Balance: rehearsal – 5 out of 5<br/>Performance – 3 out of 5<br/>Blend: rehearsal – 5 out of 5<br/>Performance – 5 out of 5<br/>Diction; rehearsal – 4 out of 5<br/>Performance – 4 out of 5<br/>Eyes on dir: rehearsal – 4 out of 5<br/>Performance – 4 out of 5<br/>Ph./Expr: rehearsal – 2 out of 5<br/>Performance – 4 out of 5</p> <p>Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. It's noted that some of the scores for the performance are less than those of rehearsal scores. This is a good thing as it shows the student is being harder on the choir because they're noticing more.</p> | <p>created a time crunch.<br/>More time was spent learning the music than the fine-tuning.</p> |           |                          |
|                  |    |        |   | <p>Evaluation forms of the rehearsal video and the performance video for comparison. A sampling of evaluation forms were kept. A rubric is on the first page and comments are on the second page.</p> <p>Student A<br/>Balance: rehearsal – 5 out of 5<br/>Performance – 4 out of 5<br/>Blend: rehearsal – 5 out of 5<br/>Performance – 5 out of 5<br/>Diction; rehearsal – 3 out of 5<br/>Performance – 4 out of 5<br/>Eyes on dir: rehearsal – 5 out of 5<br/>Performance – 4 out of 5<br/>Ph./Expr: rehearsal – 2 out of 5<br/>Performance – 3 out of 5</p> <p>Student B<br/>Balance: rehearsal – 5 out of 5</p>  | <p>There will be an effort to emphasize expression, using comparison</p>                       |           |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
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|                  |         |        |   | Performance – 3 out of 5<br>Blend: rehearsal – 5 out of 5<br>Performance – 5 out of 5<br>Diction; rehearsal – 4 out of 5<br>Performance – 4 out of 5<br>Eyes on dir: rehearsal – 4 out of 5<br>Performance – 4 out of 5<br>Ph./Expr: rehearsal – 2 out of 5<br>Performance – 4 out of 5<br><br>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. |   |  |                          |
|                  |         | SLO #3 | Through self-evaluation, demonstrate knowledge of the diversity of musical styles of different historical and cultural origins. | on the importance of exploration and performance of songs of different cultures and languages.   | Students demonstrate that they get a great deal out of singing songs in different languages and of other cultures.<br>No changes are recommended at this time.                    | No changes were recommended except a continued effort to introduce as many multi-cultural works as possible. |                          |
|                  | MUSI 4B | SLO #1 | Demonstrate improved 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.<br>43% received a score of 4 out of 4<br>14% received a score of 3.5 out of 4<br>29% received a score of 3 out of 4<br>14% received a score of 2 out of 4<br>86% of students received a score of 3 or higher.   | There will be an effort to emphasize expression, using comparison.<br>A new way of doing the assignment needs to be developed to show the improvement with Intermediate students. | This is the first time that the Intermediate class has been taught.  |                          |
|                  |         | SLO #2 | Demonstrate improved knowledge of choral technique (balance, diction, dynamics).  | Evaluation forms of the rehearsal video and the performance video for comparison. A sampling of evaluation forms were kept. A rubric is on the first page and comments are on the second page.   | There will be an effort to emphasize expression, using comparison.<br>A new way of doing the assignment needs to be developed to show the   | This is the first time the Intermediate class has been taught.   |                          |

| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |        | SLO #2 | Demonstrate improved knowledge of choral technique (balance, diction, dynamics).  | <p>Student A</p> <p>Balance: rehearsal – 4 out of 5<br/>Performance – 4 out of 5</p> <p>Blend: rehearsal – 5 out of 5<br/>Performance – 3 out of 5</p> <p>Diction; rehearsal – 4 out of 5<br/>Performance – 4 out of 5</p> <p>Eyes on dir: rehearsal – 3 out of 5<br/>Performance – 4 out of 5</p> <p>Ph./Expr: rehearsal – 2 out of 5<br/>Performance – 3 out of 5</p> <p>Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. It's noted that some of the scores for the performance are less than those of rehearsal scores. This is a good thing as it shows the student is being harder on the choir because they're noticing more.</p> | improvement with Intermediate students.  | This is the first time the Intermediate class has been taught.   |                          |
|                  |        | SLO #3 | Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.   | <p>Students wrote a short essay on the importance of exploration and performance of songs of different cultures and languages.</p> <p>Students expressed the importance of diversity in music based on the fact that it allows for a well-rounded musical experience and promotes global awareness.</p>  | <p>Students demonstrate that they get a great deal out of singing songs in different languages and of other cultures.</p> <p>The wording needs to be changed for the assignment to show how their knowledge has improved.</p>                | This is the first time the Intermediate class was taught.  |                          |
| OCEA 1           | SLO #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. | SLO #1 was 68% based upon the results of the Final Exam. This was an increase over the previous semester.  | Individual Questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. The computers and oceanography software in the classroom will be upgraded this next | Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. A New Comprehensive Study Guide for Exams was developed and distributed to students at an appropriate time in the semester. |                          |

| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  | OCEA 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. | SLO #1 was 68% based upon the results of the Final Exam. This was an increase over the previous semester.  | semester to improve the learning environment for the students.  | Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. A New Comprehensive Study Guide for Exams was developed and distributed to students at an appropriate time in the semester.  |                          |
|                  |        | SLO #2 | Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.   | SLO #2 was 68% based upon the results of the Final Exam. This was an increase over the previous semester.  | Individual Questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. The computers and oceanography software in the classroom will be upgraded this next semester to improve the learning environment for the students. | Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. A New Comprehensive Study Guide for Exams was developed and distributed to students at an appropriate time in the semester.  |                          |
|                  |        | SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.                     | SLO #3 was 84% based on one Research Project. This was a significant increase over the previous semester.  | A Library Tutorial will be also scheduled during the semester to allow students to better understand the research process, and to be better exposed to all of the tools and assistance that are available to them.  | The timeframe for students to complete the Research Project was extended, in order to improve student learning. Some amount of class time will be budgeted for students to work on the research project which should also allow the instructor to give valuable feedback to students on a one-on-one basis. |                          |
|                  | ORIE 1 | SLO #1 | Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their student and study skills.   | 40196 (M) 22 90% 40197 (MW) 36 90% 40523 (TR1) 24 67% 40195 (TR2) 27 88%<br>Scores went up except for TR1 and that class had severe attendance problems. | Even more student activity will be incorporated into lessons.   | Lessons revised and more student activity was used.   |                          |
|                  |        | 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.  | 40196 (M) 80% 40523 (TR1) 68% 40195 (TR2) 84%<br>Scores generally improved except for TR1 which had severe attendance problems.                          | Interest inventory assessment tool again will change and will work more closely with the college Transfer Center. Career study and Education plan will again be combined into one project.  | Interest inventory assessment tool was changed as the Caps/Cops/Copes proved to be too complex to administer as a group. Career study and Education plan were assessed separately.  |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
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|                  |         | 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. | 40196(M) 90% 40197 (MW) 85% 50423 (TR1)68%<br>40195 (TR2) 87%<br>TR1 had severe attendance problems and all scores were lower than the other sections.<br>Enrollment with this group fell more sharply than with other sections. | More emphasis will be put on student attendance and completion of projects.<br>Good student qualities will be more sharply emphasized. | Lessons throughout the course included more student activity. |                          |
|                  | 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.                 | 100% successfully met this SLO   |  |   |                          |
|                  |         | SLO #2 | Acquire improved strength, endurance, range of motion, body composition and cardiovascular circulation.   | 100% successfully met this SLO   |  |   |                          |
|                  | PEAC 20 | SLO #1 | The students will be able to understand and perform Tai Ji Form   | 100% of the students were evaluated and pass the evaluation with the standard Tai Ji Form  |  |   |                          |
|                  |         | SLO #2 | Identify and describe each movement   | 100% of the students could identify and describe each movement correctly   | The only reason the students may get different grades is their attendance.   |   |                          |
|                  | PEAC 21 | SLO #1 | The students will be able to understand and perform 3 components of breathing meditation: preparing body relaxation, adjusting breaking style, and conducting Qi meditating.  | 100% of the students were evaluated and pass the evaluation with the standard Tai Ji Form  |  |   |                          |
|                  |         | SLO #2 | The students will demonstrate the understanding of major knowledge of Breathing Meditation  | 100% of the students did turn in their reports   | The only reason the students may get different grades is their attendance.   |   |                          |
|                  |         | SLO #3 | The students will be able perform 5 advanced breathing meditations skills.  | 100% of students were performing well and present their experiences properly   |  |   |                          |
|                  | PEAC    | SLO #1 | Demonstrate knowledge and   | 100% successfully met this SLO   |  |   |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
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|                  | 29      | SLO #1 | ability with respect to the tools necessary to achieve improved cardiovascular fitness.                               | 100% successfully met this SLO   |  |           |                          |
|                  |         | SLO #2 | Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance. | 100% successfully met this SLO   |  |           |                          |
|                  |         | SLO #3 | Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.                 | 100% successfully met this SLO   |  |           |                          |
|                  | PEAC 3  | SLO #1 | Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.     | 95% of students completed the course. Of those who completed the course, 100% successfully met this SLO              |  |           |                          |
|                  |         | SLO #2 | Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance. | 94% of students completed the course. Of those who completed the course, 100% successfully met this SLO              |  |           |                          |
|                  |         | SLO #3 | Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.                 | 95% of students completed the course. Of those who completed the course, 97% successfully met this SLO.              |  |           |                          |
|                  | PEAC 30 | SLO #1 | Distinguish an objective and write goals that will direct the student towards achievement of that objective.          | Overall average scores on Assignment #1, 5, and 9:<br>Assignment #1- 73%<br>Assignment #5- 65%<br>Assignment #9- 60% | Dr. Karpel and Taylor Puryear (Full-Time Physical Education Faculty) are planning to implement a scaffold PEAC 30 B course. Unfortunately, there was a significant percentage of students in this Spring 2014 course who chose to not submit the weekly assignments, which brought the class assignments' averages down. Despite completing and submitting the course syllabus, which clearly explained the expectations |           |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|--|--------------------------|
|                  | PEAC 30 | SLO #1 | Distinguish an objective and write goals that will direct the student towards achievement of that objective. | Overall average scores on Assignment #1, 5, and 9:<br>Assignment #1- 73%<br>Assignment #5- 65%<br>Assignment #9- 60%   | and requirements for this online physical education course, many students did not appear to have the time management skills or discipline to meet the demands of an online college course. As long as the students followed directions and submitted the course assignments by the due dates, all of them were successful in completing the course with a passing grade.   |  |                          |
|                  |         |        |  | SLO 1 was based on a written assignment and discussion question. Average score for the assignment was 95%, 31 students scored 10/10/A, 1 student scored an 8/10/B and 3 students scored a 5/10/F. For the discussion, all 35 students scored 10/10/A for 100%. | Will continue to use frequent student communication and will continue to emphasize the new discussion board grade rubric to set clear expectations for the discussion assignments. I expect this to continue the level of excellent participation.   | I emphasized the importance of the discussion through several communications and a new discussion board grade rubric. As a result, I had significantly improved participation and scores were back up to 100%. |                          |
|                  |         | SLO #2 | Design and maintain a weekly activity log.   | Overall average score on Activity Logs #1-9: 74%   | Dr. Karpel and Taylor Puryear (Full-Time Physical Education Faculty) are planning to implement a scaffold PEAC 30 B course. Unfortunately, there was a significant percentage of students in this Spring 2014 course who chose to not submit the weekly assignments, which brought the class assignments' averages down. Despite completing and submitting the course syllabus, which clearly explained the expectations and requirements for this |  |                          |



| 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.                                 | Overall average score on Activity Logs #1-9: 74%          | online physical education course, many students did not appear to have the time management skills or discipline to meet the demands of an online college course. As long as the students followed directions and submitted the course assignments by the due dates, all of them were successful in completing the course with a passing grade.  |           |                          |
|                  |    | SLO #3 | Express an understanding of relevant fitness, wellness, and health issues. | Overall average score for Quizzes #2, 3, 4, 6, and 7: 82% | Dr. Karpel and Taylor Puryear (Full-Time Physical Education Faculty) are planning to implement a scaffold PEAC 30 B course. Unfortunately, there was a significant percentage of students in this Spring 2014 course who chose to not submit the weekly assignments, which brought the class assignments' averages down. Despite completing and submitting the course syllabus, which clearly explained the expectations and requirements for this online physical education course, many students did not appear to have the time management skills or discipline to meet the demands of an online college course. As long as the students followed directions and submitted the course assignments by the due dates, all of them were successful in |           |                          |

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|------------------|--------|--------|--|--|--|--|--------------------------|
|                  |        | SLO #3 | Express an understanding of relevant fitness, wellness, and health issues.   | Overall average score for Quizzes #2, 3, 4, 6, and 7: 82%  | completing the course with a passing grade.  |  |                          |
|                  |        |        |  | Used assignments and quizzes for weeks 2,3,4,6, & 7. Average score for all quizzes was 96% (32/A, 2/B and 1/C), a the same as last semester. No questions were missed by more than 50% of students and no students failed to take the quizzes.   | No additional changes needed because students are scoring above 95%.   | Changes made two semesters ago are still working well and while no improvement was seen, no additional changes are needed at this time.  |                          |
|                  | PEAC 4 | SLO #1 | Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.                  | 94% of students completed the course. Of those who completed the course, 100% successfully met this SLO.   |  |  |                          |
|                  |        | SLO #2 | Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.              | 94% of students completed the course. Of those who completed the course, 100% successfully met this SLO.   |  |  |                          |
|                  |        | SLO #3 | Apply knowledge and ability with respect to the tools necessary to achieve improved body composition                               | 90% lost weight and decrease at least 1% of body fat   |  |  |                          |
|                  | PHIL 4 | SLO #1 | The ability communicate knowledge of major ethical theories, including Deontology, Utilitarianism, and Virtue Ethics.              | 7 Actual Enrolment; 5 Final Enrolment: (71%) Passed with 70% or Better [70%-79% (5); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Drop Rate (29%) attributed to low student participation in learning activities and passive learning preferences of these students. Also, many of the students this semester were soldiers that were not able to easily attend class due to a difficult military rotation schedule. This was also the first time that Ethics has been offered as a live course at Fort Irwin. | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement. | This was the first time that Ethics has been offered as a live course at Fort Irwin. The implementation of Turnitin functioned well to aid in the submission of work in the same manner as its use in other courses. This was also the first time that the Discussion Board function was used on Turnitin and it functioned well as a method for student discussions outside of class. |                          |
|                  |        | SLO #2 | Identify and analyze competing ethical theories by comparing and contrasting their primary similarities and their most significant | 7 Actual Enrolment; 5 Final Enrolment: (71%) Passed with 70% or Better [70%-79% (5); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced   | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and   | This was the first time that Ethics has been offered as a live course at Fort Irwin. The implementation of Turnitin functioned well to aid in the submission of work in the same manner as its use in  |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|--|--------------------------|
|                  |         | SLO #2 | differences.   | in class to achieve core competencies. Drop Rate (29%) attributed to low student participation in learning activities and passive learning preferences of these students. Also, many of the students this semester were soldiers that were not able to easily attend class due to a difficult military rotation schedule. This was also the first time that Ethics has been offered as a live course at Fort Irwin.  | return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement.  | other courses. This was also the first time that the Discussion Board function was used on Turnitin and it functioned well as a method for student discussions outside of class.   |                          |
|                  |         | SLO #3 | Practically apply knowledge of major ethical theories to moral problems.                               | 7 Actual Enrolment; 5 Final Enrolment: (71%) Passed with 70% or Better [70%-79% (5); 80%-89% (4); 90%-100% (4)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Drop Rate (29%) attributed to low student participation in learning activities and passive learning preferences of these students. Also, many of the students this semester were soldiers that were not able to easily attend class due to a difficult military rotation schedule. This was also the first time that Ethics has been offered as a live course at Fort Irwin. | Using Turnitin helped to maintain rigor in the students work as well as ease of correction and return of students work, thus allowing more time in class to discussion of the subject rather than needing to take time to pass work back to students. It also provided another avenue to assessing student work by allowing the addition of another method of measurement. | This was the first time that Ethics has been offered as a live course at Fort Irwin. The implementation of Turnitin functioned well to aid in the submission of work in the same manner as its use in other courses. This was also the first time that the Discussion Board function was used on Turnitin and it functioned well as a method for student discussions outside of class. |                          |
|                  | PHOT 1C | SLO #1 | Student will be able to demonstrate practical image capture and editing skills in digital photography. | Spring 2014 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 are key in this course and in this course it really allowed for some of my students to really understand photography and the different ways of taking and editing photographs. Discussions were a great way to understand what was going on in each of my student's heads and it allowed them an avenue to communicate with each other.    | 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.  |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
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|                  |         | 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). | Spring 2014- 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 Final photo book allowed the student to express to me the knowledge that they have gained in this course. Students need to realize that EVERY assignment is important and they need to find a way to get everything done. We all have things that happen in our life and as long as they communicate with me, I am more than willing to make things work for their benefit | 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. |                          |
|                  | PHOT 2A | SLO #1 | Student will be able to demonstrate use of various more advanced features of the camera for creative control of photographs.  | 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 are key in this course and in this course it really allowed for some of my students to really understand photography and the different ways of taking and editing photographs. Discussions were a great way to understand what was going on in each of my student's heads and it allowed them an avenue to communicate with each other.        | 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 | Student will be able to produce more advanced photographic images that demonstrate knowledge of design elements (light, color, and composition).                            | Photographic projects - 99% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 1% stopped coming to class or failed to submit the assignments.              | The Final photo book allowed the student to express to me the knowledge that they have gained in this course. Students need to realize that EVERY assignment is important and they need to find a way to get everything done. We all have things that happen in our life and as long as they communicate with me, I  | 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. |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|---------|--------|--|--|--|---|--------------------------|
|                  |         | SLO #2 | Student will be able to produce more advanced photographic images that demonstrate knowledge of design elements (light, color, and composition). | Photographic projects - 99% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 1% stopped coming to class or failed to submit the assignments. | am more than willing to make things work for their benefit   | 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 understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style             | 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                           | The Photographic portfolio allowed the student to express to me the knowledge that they have gained in this course. Some students were unaware of the important of presenting their work, therefore, next time that I teach this course, I need to be sure that when I receive the syllabus stating that they read and agree to the syllabus that they understand each and every assignment. | 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.<br><br>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 | Student will be able to demonstrate practical image capture and editing skills in digital photography.   | 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                           | The photographs and discussions are key in this course and in this course it really allowed for some of my students to really understand photography and the different ways of taking and editing photographs. Discussions were a great way to understand what was going on in each of my student's heads and it allowed them an avenue to communicate with each other.                      | 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                | Spring 2014- Photographic projects - 100% were successful completing this with a "B" or better   | The Final photo book allowed the student to express to me the knowledge that they have gained in this course.  | 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   |                          |

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|                  |        | SLO #2 | elements (light, color, and composition).   | Spring 2014- Photographic projects - 100% were successful completing this with a "B" or better  | Students need to realize that EVERY assignment is important and they need to find a way to get everything done. We all have things that happen in our life and as long as they communicate with me, I am more than willing to make things work for their benefit  | projects. Then edit the photograph with computer imaging software to complete the final look.   |                          |
|                  |        | SLO #3 | Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style.   | 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. | The Photographic portfolio allowed the student to express to me the knowledge that they have gained in this course. Some students were unaware of the important of presenting their work, therefore, next time that I teach this course, I need to be sure that when I receive the syllabus stating that they read and agree to the syllabus that they understand each and every assignment.  | 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.<br><br>The only thing that I would like to emphasize to the students is how important the final is to their overall grade.   |                          |
|                  | PHSC 2 | SLO #1 | Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. | SLO #1 was 65% based upon the results of the Final Exam. There was a minimal decline in student achievement with respect to this SLO over the previous semester.        | Individual questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. Students will continue to be given extra credit points if they visit a student tutor in tutorial services. The computers and Earth Science software in the classroom will be upgraded this next semester with the goal of fostering a more diverse and comprehensive learning environment. | Individual questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. Students will continue to be given extra credit points if they visit a student tutor in tutorial services. The computers and Earth Science software in the classroom will be upgraded this next semester with the goal of fostering a more diverse and comprehensive learning environment. |                          |
|                  |        | SLO #2 | Students will be able to  | SLO #2 was 65% based upon the results of  | Individual questions where  | Individual Questions where < 50% of   |                          |

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|                  |    | SLO #2 | demonstrate both content knowledge and test taking skills when completing essay and objective exams.  | the Final Exam. There was a minimal decline in student achievement with respect to this SLO over the previous semester. | < 50% of students scored correct will continue to be analyzed and changes will be made to improve those areas of instruction. Students will continue to be given extra credit points if they visit a student tutor in tutorial services. The computers and Earth Science software in the classroom will be upgraded. | students scored correct were analyzed and changes were made to improve those areas of instruction this semester. The Comprehensive Study Guide for the Final Exam for the course was handed out to students at a much earlier time in the semester.            |                          |
|                  |    | SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems. | SLO #3 was 86% based on one Research Project. These results were an increase from the previous semester.                | A Library Tutorial will be also scheduled during the semester to allow students to better understand the research process, and to be better exposed to all of the tools and assistance that are available to them.   | Some amount of class time was budgeted for students to work on both the Research Project. The Research Project assignment was distributed earlier in the semester.   |                          |
| POLI 1           |    | SLO #1 | Identify and describe the structure of political issues and political relationships.  | 23% - A (3/13)<br>15% - B (2/13)<br>8% - C (1/13)<br>15% - D (2/13)<br>23% - F (3/13)<br>^2 no completions              | The plurality of students did an above average job. The biggest problem for the research paper on a political issue is for students to focus on logical solutions that flow well. Furthermore, it would be beneficial to encourage the use of writing resources to increase the writing skills of the students.      | I will limit the choices of topics students can research. While I hoped leaving it open ended would help students enjoy their topic more, often they picked a topic they became too passionate about resulting in a paper full of pathos but lacking in logos. |                          |
|                  |    |        |   | 40% - A (12/30)<br>10% - B (3/30)<br>13% - C (4/30)<br>17% - D (5/30)<br>20% - F (6/30)<br><br>30 - COMPLETED           | The paper itself is a proper assignment to have for a class both online and traditional. There were four big areas to improve in terms of pedagogy. First, many students to focus on forming logical solutions that flow well. Second, it would be beneficial to encourage the use of writing resources to           | I will limit the choices of topics students can research. While I hoped leaving it open ended would help students enjoy their topic more, often they picked a topic they became too passionate about resulting in a paper full of pathos but lacking in logos. |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  |    |        |   | <p>40% - A (12/30)<br/> 10% - B (3/30)<br/> 13% - C (4/30)<br/> 17% - D (5/30)<br/> 20% - F (6/30)</p> <p>30 - COMPLETED</p>  | <p>increase the writing skills of the students. Third, it is best to eliminate certain topics that students are too passionate about—this resulted in papers that were very weak and at times offensive. Fourth, the biggest and most basic need is for students to follow the directions. The directions for this paper were very, very clear (indeed providing a basic outline for the students). The high number of Ds and Fs are the result of lack of following directions and not fulfilling the basic needs of the paper (i.e., advocating a position which is the central purpose).</p> | <p>I will limit the choices of topics students can research. While I hoped leaving it open ended would help students enjoy their topic more, often they picked a topic they became too passionate about resulting in a paper full of pathos but lacking in logos.</p> |                          |
|                  |    | SLO #2 | Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory. | <p>43% - A (13/30)<br/> 30% - B (9/30)<br/> 3% - C (1/30)<br/> 17% - D (5/30)<br/> 7% - F (2/30)</p> <p>30 - COMPLETED</p>  | <p>Students test well, in particular when well prepped. For online classes, I would like to see the essay portion expand—it is difficult though because I believe with an online class students believe the requirements for an essay go down.</p>  | <p>I want to look into expanding the test. It seemed very big already, but perhaps more could be required for an online class. In particular, I would like to expand the essay portion.</p>   |                          |
|                  |    |        |   | <p>Students demonstrated a strong ability to succeed in the SLO. 62% (8/13) of students received an A or a B on the final exam. Only 8% had a failing grade on the final exam (1/13). 70% of students (9/13) strongly participated in weekly discussions as well.</p> | <p>While in the early weeks students are slower to open up, as time goes on they are more likely to participate in which they demonstrate they understand the various theories of politics. Final exam scores were also high. This exam was open</p>  | <p>Perhaps a basic matching quiz to quantitatively measure student's ability to identify political relationships.</p>   |                          |



| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|--------|--------|---|--|--|---|--------------------------|
|                  |        |        |   | Students demonstrated a strong ability to succeed in the SLO. 62% (8/13) of students received an A or a B on the final exam. Only 8% had a failing grade on the final exam (1/13). 70% of students (9/13) strongly participated in weekly discussions as well. | book as the questions were beyond basic rote memorization. I believe this is the most useful direction to undertake when dealing with theory and complex political positions. To be successful, it cannot be simply "who said this?" or "what is this?" but "why is X significant and how does it inform the American political system?". This further allows the student to develop critical thinking in terms of serious evaluation. | Perhaps a basic matching quiz to quantitatively measure student's ability to identify political relationships.  |                          |
|                  |        | SLO #3 | Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order. | 43% - A (13/30)<br>30% - B (9/30)<br>3% - C (1/30)<br>17% - D (5/30)<br>7% - F (2/30)<br><br>30 - COMPLETED (FINAL EXAM)   | The media is an important topic to consider, in particular with the changes in media with the rise of the Internet and social networking in particular as a source of political information.   | Though we discussed the role of media in lecture and online discussions, and there were questions related on the final exam, perhaps would be wise to include a smaller research paper (only a couple of pages) to have them engage the topic of media even more. |                          |
|                  |        |        |   | Students demonstrated a strong ability to succeed in the SLO. 62% (8/13) of students received an A or a B on the final exam. Only 8% had a failing grade on the final exam (1/13). 70% of students (9/13) strongly participated in weekly discussions as well. | Important topic to consider, in particular with the changes in media with the rise of the Internet and social networking in particular as a source of political information.   |   |                          |
|                  | PSYC 1 | SLO #1 | Students will be able to explain key concepts, principles, theories and generalizations of psychology.                                  | Comprehensive final exam measures students' knowledge of the key concepts, principles, theories, and generalizations of psychology throughout the course and their ability to understand the concepts on an ongoing basis.                                     | Data indicates students have mastered important concepts and can generalize theoretical information to daily activities. Retention rates are high, and 90% of enrolled students complete   |   |                          |

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|                  | PSYC 1 | SLO #1 | Students will be able to explain key concepts, principles, theories and generalizations of psychology.                                     | Comprehensive final exam measures students' knowledge of the key concepts, principles, theories, and generalizations of psychology throughout the course and their ability to understand the concepts on an ongoing basis.  | the course successfully. Those who do not complete the course successfully fail to complete discussion questions regularly. No changes are indicated as the final exam appears to be an adequate tool to measure the students' learning. |  |                          |
|                  |        |        |  | Majority of class passed main exams and posted appropriately to discussion board  |  |  |                          |
|                  |        |        |  | Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 85%. All four students that earned a D missed multiple study guides and had low test scores. The one student that earned an F missed an exam, and 5 of 9 study guides which totaled 110 points.   | Student success was 85%. No immediate changes are planned.   | Two more chapters were added as well as a project where students wrote and performed a skit. One more multiple exam was added to include these two chapters 15 & 16. |                          |
|                  |        | SLO #2 | Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology. | 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.  | Data indicates that students have understood and can practically apply the concepts of the course.   |  |                          |
|                  |        |        |  | 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. Most students achieved success, 85%. All four students that earned a D missed multiple study guides. The one student that earned an F missed an exam, and 5 of 9 study guides which totaled 110 points. | Students did very well on their skit presentations as well as their study guides. All students that achieved success, 85%, completed their study guides. No changes are planned for the immediate future.                                | Two more chapters were added as well as a project where students wrote and performed a skit. Students also completed two more study guides for chapters 15 & 16.     |                          |
|                  |        | SLO #3 | Students will be able to demonstrate the ability to articulate positions orally and in writing.  | 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 addition of chapters 15 & 16 along with the skit project was generally well received and I will continue with this project in future courses. No further changes are planned at this   | Students appeared to be interested and presented quality skits.  |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|--|--|--|--|--------------------------|
|                  |    | SLO #3 | Students will be able to demonstrate the ability to articulate positions orally and in writing.  | 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.<br><br>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.   | time.<br><br>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.   | Students appeared to be interested and presented quality skits.  |                          |
| PSYC 12          |    | SLO #1 | Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications. | This assignment involves the interview process, transcription of interviews, and research of their particular group involvement.<br>There were ten students who did not submit this assignment. Of those that did submit, 94% scored above 80% with only one scoring 70%. The average score for this assignment was 80%.   | Will continue to monitor this assignment for this SLO.   | This assignment was not previously assessed. Plan to continue with this assignment to assess this SLO. This course is not offered every term, however.   |                          |
|                  |    | SLO #2 | Critically analyze research methods and their appropriateness to the research question.  | This assignment asked students do to a mini Lit Review in which they examine the current research on a particular field of interest. There were eleven students who did not submit this assignment. Of those that did submit, 15 out of 18 students scored 80% or higher with only 3 students scoring 75% or below. Average for this assignment was 85%.   | Will continue to monitor this assignment for this SLO.   | Previous data only addressed the prompt, no data was provided. This is the first time that this class has been taught fully online. There were several students who "dropped out" (unofficially) from the course. It was difficult, but the students that remained did quite well.   |                          |
| PSYC 14          |    | SLO #1 | Demonstrate an understanding of the concepts of use, abuse, and addiction.   | The "average" score of all data collected at the end of the term was 255.86% - however, this includes students who dropped and did not complete the course, they brought the average down. Of the 64% of students completing 70% were "C" or higher.<br><br>The "average" score of all data collected at the end of the term was 267.09% - however, this includes students who dropped and did not complete the course, they brought the average down. Of the 78% of students completing 90% were "C" or higher. | My action plan is become more familiar with Moodle over the summer, review all lessons and how to best approach the subject with the SLO's in mind.<br><br>My action plan is to "re-do" my requirements and points system, to better show students the importance of a particular lesson/requirement. Also I still want to become more | Again, I believe Moodle is a big help to keeping students on track and focused on what they need to do to be successful in the class.<br><br>Again, I believe that personal contact with online students is very helpful and I do try to get back to every student asap. Moodle is also a big help to keeping students on track and focused on what they need to do to be successful in the class. |                          |

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|                  |         |        |  | The "average" score of all data collected at the end of the term was 267.09% - however, this includes students who dropped and did not complete the course, they brought the average down. Of the 78% of students completing 90% were "C" or higher.  | familiar with Moodle over the summer, review all lessons and how to best approach the subject with the SLO's in mind.   | Again, I believe that personal contact with online students is very helpful and I do try to get back to every student asap. Moodle is also a big help to keeping students on track and focused on what they need to do to be successful in the class.                                       |                          |
|                  |         | SLO #2 | Demonstrate an understanding of the disease concept of addiction.  | The data collected through journals gives personal feedback to help the individual student understand the disease concept.  | I will be making changes to scoring process and requirements for the fall term. As well as continuing to improve Moodle skills that will help me help the students to achieve success.  | Being in constant communication with students (those that ask) is a huge help to keeping students on track and I still believe Moodle has been a part of this success and tracking students a little quicker and easier and them seeing their grades quickly so they know to stay on track. |                          |
|                  |         |        |  | The data collected through journals gives personal feedback to help the individual student understand the disease concept.  | No changes, except to continue to improve Moodle skills that will help me help the students to achieve success.   | I believe Moodle has been a part of this success and tracking students a little quicker and easier and them seeing their grades quickly so they know to stay on track.  |                          |
|                  | PSYC 15 | SLO #1 | Identify and critique key terminology and concepts found in the study of guidance and counseling including ethical considerations. | 34 of 42 (81%) students received a passing grade. The average grade was a 'C'. The discussion board is the most important medium for the first SLO, and this instructor feels that the way the Moodle program is designed is not conducive to quality discussion that brings about a fuller understanding of the relevant concepts.   | This instructor is re-writing this Class for the Fall and will change the approach on the discussion board in an attempt to make it more interactive.   | None, these class was back to back with the proper one, major changes will be made for the Fall   |                          |
|                  |         |        |  | 37 of 42 (90%) students received a passing grade. The average grade was a 'B'. The discussion board is the most important medium for the first SLO, and this instructor feels that the way the Moodle program is designed is not conducive to quality discussion that brings about a fuller understanding of the relevant concepts. There were only two failures and sadly both students were failed for cheating. Three other students received an incomplete. | This instructor will explore ways to encourage students to be more involved in the discussion board given the limitations of the program. Although this class did well with the current texts, a new more up-to-date text will be introduced in the Fall. |   |                          |
|                  |         | SLO #2 | Evaluate the guidance and counseling processes that occur in helping relationships.  | 34 of 42 (81%) students received a passing grade. The average grade was a 'C'. The discussion board is the most important   | This instructor is re-writing this Class for the Fall and will change the approach  | None, these class was back to back with the proper one, major changes will be made for the Fall   |                          |

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|                  |        | SLO #2 | Evaluate the guidance and counseling processes that occur in helping relationships.   | medium for the first SLO, and this instructor feels that the way the Moodle program is designed is not conducive to quality discussion that brings about a fuller understanding of the relevant concepts.   | on the discussion board in an attempt to make it more interactive.  | None, these class was back to back with the proper one, major changes will be made for the Fall  |                          |
|                  |        |        |   | 37 of 42 (90%) students received a passing grade. The average grade was a 'B'. The discussion board is the most important medium for the first SLO, and this instructor feels that the way the Moodle program is designed is not conducive to quality discussion that brings about a fuller understanding of the relevant concepts. There were only two failures and sadly both students were failed for cheating. Three other students received an incomplete. | Although this class did well with the current texts, a new more up-to-date text will be introduced in the Fall and the 2nd text will be dropped.  |  |                          |
|                  | PSYC 2 | SLO #1 | Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to developmental psychology. | 46 students completed the class as evidenced by taking the final exam. Of those 46, 44 completed successfully with a grade of C or better. Of the 2 who did not complete successfully, they did not complete weekly discussions or assignments regularly, one failed the final exam and the other received an A on the final exam.  | Data indicates students have mastered important concepts and can generalize theoretical information to daily activities. Retention rates are high, and 88% of enrolled students complete the course successfully. Those who do not complete the course successfully fail to complete discussion questions and other assignments regularly. No changes are indicated as the final exam appears to be an adequate tool to measure the students' learning. |  |                          |
|                  |        |        |   | Grade results: Those who attended class faithfully had class games and reviews which helped increase test results; 75 % scored with 90 or better 25 % scored with 80<br>Note: Students who did not maintain a notebook scored lower on the final and  | The data indicates this was a successful strategy. Continue to use this strategy but plan to refine notebook requirements based on the unique needs of each class.  | Required students attend to the information presented in class by keeping a notebook which needed to include key points presented in lectures, student and film presentations and on handouts. |                          |

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|                  |    |        |  | did not complete the assigned essay.  | The data indicates this was a successful strategy. Continue to use this strategy but plan to refine notebook requirements based on the unique needs of each class.  | Required students attend to the information presented in class by keeping a notebook which needed to include key points presented in lectures, student and film presentations and on handouts.         |                          |
|                  |    |        |  | Three multiple choice exams covered 7 chapters each. Most students, 22 or 76%, achieved success. All three students that earned a D missed multiple study guides and had low test scores. One student that earned an F stopped attending midway through the term. The other two F students did not do 25 of 32 study guides assignments between them. | Student success was 76%. No immediate changes are planned.  |  |                          |
|                  |    |        |  | Writing paper: How would a sociocultural theorist explain the concept of racism? 39/48 or 81% of students completed this assignment. 9/39 or 19% of students did not complete the assignment- no credit given.  | Students did well overall. Students who did not pass turned assignments in late and received no credit or partial credit.   |  |                          |
|                  |    | SLO #2 | Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology. | 42/47 or 89% of students completed this assignment.   | I will continue to present topics of interest to students.  | No change was made with this assignment. Students posted more than was required on this topic indicating an interest discussing their point of view.   |                          |
|                  |    |        |  | Grade results: _____<br>Note: Not all students completed the essay; however, most completed the diagram. (This essay also assessed students' writing ability. Results indicate that more than half the class has not completed their English requirement. )   | Students had difficulty with APA format. Students will be given examples of scientific writing incorporating the APA format as a model for their next essay.  | This was a new assessment tool. It required an allotted amount of time be set aside to review various views of developmental psychology before beginning discussions and subsequent diagram and essay. |                          |
|                  |    |        |  | 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.  | Data indicates that students have understood and can practically apply the concepts of the course. Of the 46 students who were enrolled at the end of the term, 34 participated in the discussions as outlined, |  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |    |        |   | 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.  | generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 12 who did not, most failed to complete the discussions altogether, and five of the 10 used references for their work or responded to other students only intermittently. |  |                          |
|                  |    |        |   | 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. Most students achieved success, 22 or 76%. . All three students that earned a D missed multiple study guides and had low test scores. One student that earned an F stopped attending midway through the term. The other two F students did not do 25 of 32 study guides assignments between them. | Student success was 76%. I plan to incorporate more film clips for next term.  |  |                          |
|                  |    | SLO #3 | Students will be able to demonstrate the ability to articulate positions orally and in writing. | 36/47 or 77% of students completed the assignment.  | To increase the number of students who complete the assignment the workload will be decreased by decreasing the number of questions assigned to students.  |  |                          |
|                  |    |        |   | All students completed their presentation with a score of 80 or better. Rubric measurement (Qualitative-Quantitative) and 13 quizzes given. 82 % of students scored C or higher in a class average of the total quizzes:  | No changes at this point. Continue using the pretest as a cumulative review before the final.  | Class review of an open book pretest was used to prep the class for their final. 72% score C or higher on the pretest but 92% scored C or higher on the closed book final indicating the pretest was a valuable prep tool. |                          |
|                  |    |        |   | Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts, and present their ideas in the form of brief paragraphs weekly.   | Students become stronger critical thinkers as they formulate their own responses to questions posed. Of the 46 students who were enrolled at the   | Fewer assignments for the course so that students can focus on quality assignments   |                          |

| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|---------|--------|---|---|---|--|--------------------------|
|                  |         |        |   | Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts, and present their ideas in the form of brief paragraphs weekly.   | end of the term, 44 submitted weekly assignments at 70% or above (most submitted assignments every week). The assignments appear to be a task students accomplish regularly in the course, allowing for them to present ideas about the concepts of the course.           | Fewer assignments for the course so that students can focus on quality assignments   |                          |
|                  |         |        |   | Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Most students achieved success, 22 or 76%. . All three students that earned a D missed multiple study guides and had low test scores. One student that earned an F stopped attending midway through the term. The other two F students did not do 25 of 32 study guides assignments between them. | Student success was 76%. No changes are planned for next term.  |  |                          |
|                  | PSYC 33 | SLO #1 | Student will be able to identify various options for birth control, pregnancy, and childbirth | Discussion post- Birth control options, pregnancy, childbirth options: 31/36 or 86% of the students successfully completed their post with a "C" or higher, 3/36 or 8% of the students did not do the assignment, 2/36 or 6% of the students completed their post after the deadline-no credit given.   | Students overall did well. All of the students who submitted posts after the deadline would have received full credit for their posts if they had submitted on time. Instructor will continue to encourage students to pay attention to deadlines and to submit all work. | No changes were made. There was a 6% decrease in students who received a "C" or higher compared to the students who completed the class when it was last taught in Spring 2013. However, 13 students completed the class in Spring 2013, while 36 students completed the class this Spring 2014. |                          |
|                  |         |        |   | Students were asked to research various childbirth education options. They were asked to evaluate the following: cost, time-involved, main features of at least two programs. Students were also exposed to a video outlining the differences between hospital and home birth options. Of those students that submitted this essay, the average grade was 48/50   | No changes noted at this time. There may be a newer version of the video coming out, and if that happens, I will consider using in the future.  | From prior: Study guide for the video used to demonstrate hospital vs. home births. Follow up discussion post video viewing.   |                          |



| Reporting Period | ID | SLO     | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|---------|---|--|--|---|--------------------------|
|                  |    |         |   | <p>Students were asked to research various childbirth education options. They were asked to evaluate the following: cost, time-involved, main features of at least two programs.</p> <p>Students were also exposed to a video outlining the differences between hospital and home birth options.</p> <p>There were eight students who did not submit this assignment. The average grade for this assignment was 92%, target met. Of those submitted, only three students scored at 70% or less, with the remaining students scoring 80% or higher on this assignment (90% of those submitted).</p> | <p>No changes noted at this time. There may be a newer version of the video coming out, and if that happens, I will consider using in the future.</p>  | <p>Previous data: Of those students that submitted this essay, the average grade was 48/50</p> <p>Study guide for the video used to demonstrate hospital vs. home births.</p> <p>Follow up discussion post video viewing.</p>   |                          |
|                  |    | SLO #2  | Students will identify and describe the mate selection process. | <p>Students were asked in a class discussion about the qualities they found attractive in their current or former mate. Instructor directed the discussion to the various forms of mate selection. Factors such as propinquity and physical attraction were discussed. Students gained an understanding of how various factors (beyond their control) determine mate selection.</p>  | <p>Continue with this engaging group activity to stimulate class discussion on the mate selection process.</p>   |   |                          |
|                  |    |         |   | <p>Students were asked in a class discussion about the qualities they found attractive in their current or former mate. Instructor directed the discussion to the various forms of mate selection. Factors such as propinquity and physical attraction were discussed. Students gained an understanding of how various factors (beyond their control) determine mate selection.</p>  | <p>Continue with this engaging group activity to stimulate class discussion on the mate selection process.</p>   | <p>None noted. This is such an interesting discussion to have with students to show them how mate selection is not as much in their control as they once thought.</p>   |                          |
|                  |    | SLO #2A | Students will know major concepts of marriage and family        | <p>Multiple choice weekly Quizzes, midterm, final exam: 88% of the class achieved a "C" or higher on the weekly exams. On the Midterm Exam, 33/36 or 92% of the students received a "C" or higher, 1/36 or 3% of the students received an "F," and 2/36 or 5% of the students did not take the midterm. On the Final Exam, 31/36 or 86% of the students received a "C" or</p>  | <p>Instructor will continue to give a midterm exam, and keep the final exam at 100 points. Instructor will update quiz and exam questions, and remove questions that students overall did poorly on. Instructor will continue to</p> | <p>Instructor added a 50 point midterm quiz and uploaded a midterm quiz study guide. Instructor increased the value of the final exam from 50 points to 100 points. Compared to the last time instructor taught the course in Spring 2013, there was a 1% increase in the number of students who received a "C" or higher on the Final Exam. However,</p> |                          |

| Reporting Period | ID | SLO     | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
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|                  |    | SLO #2A | Students will know major concepts of marriage and family  | higher, 4/36 or 11% received a "D" or below, and 1/36 or 3% of the students did not take the final exam. Of the 36 students that completed the class, 29/36 or 80% received a "C" or higher in the class, 5/36 or 14% received a "D" in the class, 2/36 or 6% received an "F" in the class.   | post study guides for the midterm and final exam.   | 13 students completed the class in Spring 2013, while 36 students completed the class this Spring 2014.  |                          |
|                  |    | SLO #3  | Students will demonstrate knowledge of financial management within the family structure.                                    | Students are asked to visit two different websites dealing with financial management. Students are asked to utilize the tools found on these websites to come up with a current financial picture, as well as a financial plan for the future. Of those students that submitted this essay, the average grade was 100%. Students gained an understanding of debt and how it affects their family.   | Continue with the follow up class discussions.  | Follow up class discussion following submission of essay.  |                          |
|                  |    |         |   | Students are asked to visit two different websites dealing with financial management. Students are asked to utilize the tools found on these websites to come up with a current financial picture, as well as a financial plan for the future. Students gained an understanding of debt and how it affects their family. There were eight students who did not submit this assignment. Of those that submitted, the average was 94% for the class. There were only three students who scored in the 70% or less range, and thirty students who scored 80% or higher. Target was met for this objective. | Continue with the assignment and follow up with discussion forum.   | Follow up class discussion following submission of essay.  |                          |
|                  |    | SLO #3A | Students will demonstrate an understanding of the relationship between marriage and family in the US and in other cultures. | Discussion posts- Process of dating, engagement, & marriage in U.S. and other cultures: 31/39 or 80% of the students successfully completed the assignment, 4/39 or 10% of the students did not do the assignment, 4/39 or 10% of the students completed their posts after the deadline and did not receive credit.   | Instructor did not accept late assignments, compared to Spring 2013, in which late assignments received points taken off. The 10% of students who completed their posts after the deadline would have | No changes made. There was a 5% decrease in the number of students who received a "C" or higher, compared to when the class was last taught in Spring 2013. However, 13 students completed the class in Spring 2013, while 36 students completed the class this Spring 2014. |                          |

| Reporting Period | ID     | SLO     | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|--------|---------|---|---|---|--|--------------------------|
|                  |        | SLO #3A | Students will demonstrate an understanding of the relationship between marriage and family in the US and in other cultures.                   | Discussion posts- Process of dating, engagement, & marriage in U.S. and other cultures: 31/39 or 80% of the students successfully completed the assignment, 4/39 or 10% of the students did not do the assignment, 4/39 or 10% of the students completed their posts after the deadline and did not receive credit.   | received full credit for their posts if they had submitted on time. Instructor will continue to encourage students to submit posts on time and to pay careful attention to deadlines. | No changes made. There was a 5% decrease in the number of students who received a "C" or higher, compared to when the class was last taught in Spring 2013. However, 13 students completed the class in Spring 2013, while 36 students completed the class this Spring 2014. |                          |
|                  |        | SLO #4  | Students will describe the various consequences of divorce to our society.  | Students are asked to find a person who has experienced divorce and interview them.<br><br>The consequences of divorce as well as the stages of divorce were outlined.  | Continue with the follow up class discussions.  | Follow up class discussion following submission of essay.  |                          |
|                  |        |         |   | Students are asked to find a person who has experienced divorce and interview them. The consequences of divorce as well as the stages of divorce were outlined. There were five students who did not submit this assignment. Of those that submitted 17 out of 20 had scores of 90% or higher, with an average score of 96%.  | Continue with the follow up class discussions.  | No changes were made. Continue to assess this objective with this assignment. No data from previous assessment.  |                          |
| PSYC 5           | SLO #1 | SLO #1  | Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to career and life planning. | 11/11 students completed the pretest with only 10% of the students responding the question that relates to SLO #1, during the post-test 9/11 completed the questions with 60% of the students accurately answered the question relating to SLO #1. 1/11 students didn't take the test and 1/11 students stopped attending class. There was an improvement of at least 50% from the Pre-test at the beginning week of class compared to the Post-test at the end of the class. | This significantly made an educational better understanding for the students and improved exam scores. There will be more updated resources and working on getting a newer text book. | We used the same text book required for the class. I used copies from more up dated resources in addition to previous assessment.  |                          |
|                  |        |         |   | A 17 35%<br>B 12 25%<br>C 6 13%<br>D 2 4%<br>F 11 23%   | 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                    | Failure rate decreased from 48% in previous class to 23%   |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result   |     |      | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|--|---|-----|------|--|--|--------------------------|
|                  |    |        |  | A   | 17  | 35%  | 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.  | Failure rate decreased from 48% in previous class to 23%   |                          |
|                  |    |        | B  | 12  | 25% |      |  |  |                          |
|                  |    |        | C  | 6   | 13% |      |  |  |                          |
|                  |    |        | D  | 2   | 4%  |      |  |  |                          |
|                  |    |        | F  | 11  | 23% |      |  |  |                          |
|                  |    |        |  | A   | 17  | 38%  | 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. | Failure rate decreased from 23% in previous class to 18%   |                          |
|                  |    |        | B  | 10  | 22% |      |  |  |                          |
|                  |    |        | C  | 6   | 13% |      |  |  |                          |
|                  |    |        | D  | 4   | 9%  |      |  |  |                          |
|                  |    |        | F  | 8   | 18% |      |  |  |                          |
|                  |    |        | TOTAL  | 45  |     |      |  |  |                          |
|                  |    |        |  | A   | 7   | 19%  | 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. | Failure rate shows a substantial increase in this class because there was a miscommunication with registration as to the deadline to drop students. This meant that students were not dropped in time and therefore the class had a large fail rate. This has been resolved and will not happen going forward. |                          |
|                  |    |        | B  | 8   | 22% |      |  |  |                          |
|                  |    |        | C  | 1   | 3%  |      |  |  |                          |
|                  |    |        | D  | 5   | 14% |      |  |  |                          |
|                  |    |        | F  | 16  | 43% |      |  |  |                          |
|                  |    |        |  |   | 37  | 100% |  |  |                          |
|                  |    | SLO #2 | Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with career and life planning. | 11/11 students completed the pretest with only 30% of the students responded to the question that relates to SLO #2, during the post-test 9/11 completed the questions with 70% of the students accurately answering the question relating to SLO #2. 1/11 students didn't take the |     |      | There will be more updated resources, and working on get a newer text book.  | We used the same text book required for this class. I also made copies from more updated resources.  |                          |

| 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. | test and 1/11 students stopped attending class. There was an improvement of at least 40% from the Pre-test at the beginning week of class compared to the Post-test at the end of the class.   | There will be more updated resources, and working on get a newer text book.  | We used the same text book required for this class. I also made copies from more updated resources. |                          |
|                  |    |        |  | A 17 35%   | 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. | Failure rate decreased from 48% in previous class to 23%  |                          |
|                  |    |        | B 12 25%   |  |  |   |                          |
|                  |    |        | C 6 13%  |  |  |   |                          |
|                  |    |        | D 2 4%   |  |  |   |                          |
|                  |    |        | F 11 23%   |  |  |   |                          |
|                  |    |        | A 17   | 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. | Failure rate decreased from 23% in previous class to 18%   |   |                          |
|                  |    |        | B 10   |  |  |   |                          |
|                  |    |        | C 6  |  |  |   |                          |
|                  |    |        | D 4  |  |  |   |                          |
|                  |    |        | F 8  |  |  |   |                          |
|                  |    |        | TOTAL 45   |  |  |   |                          |
|                  |    |        | A 7 19%  | 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  | Failure rate shows a substantial increase in this class because there was a miscommunication with registration as to the deadline to drop students. This meant that students were not dropped in time and therefore the class had a large fail rate. This has been resolved and will not happen going forward.                                     |   |                          |
|                  |    |        | B 8 22%  |  |  |   |                          |
|                  |    |        | C 1 3%   |  |  |   |                          |
|                  |    |        | D 5 14%  |  |  |   |                          |
|                  |    |        | F 16 43%   |  |  |   |                          |
|                  |    |        | 37 100%  |  |  |   |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|--|--------------------------|
|                  |    |        |   | A 7 19%<br>B 8 22%<br>C 1 3%<br>D 5 14%<br>F 16 43%  | achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.   | Failure rate shows a substantial increase in this class because there was a miscommunication with registration as to the deadline to drop students. This meant that students were not dropped in time and therefore the class had a large fail rate. This has been resolved and will not happen going forward. |                          |
|                  |    | SLO #3 | Students will be able to demonstrate the ability to articulate positions orally and in writing. | 11/11 students completed the pretest with only 20% of the students responded to the question that relates to SLO #1, during the post-test 9/11 completed the questions with 90% of the students accurately answering the question relating to SLO #3. 1/11 students didn't take the test and 1/11 students stopped attending class. There was an improvement of at least 70% from the Pre-test at the beginning week of class compared to the Post-test at the end of the class. | I will continue to get more updated resources, and plan to get a newer Text book.  | We used the required text book, and in addition I copied more updated resources for educational purpose.   |                          |
|                  |    |        |   | A 17 35%<br>B 12 25%<br>C 6 13%<br>D 2 4%<br>F 11 23%  | 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. | Failure rate decreased from 48% in previous class to 23%   |                          |
|                  |    |        |   | A 17 38%<br>B 10 22%<br>C 6 13%<br>D 4 9%<br>F 8 18%   | 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  |  |                          |
|                  |    |        |   | TOTAL 45   |  |  |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----------|--------|---|---|--|--|--------------------------|
|                  |          |        |   | A 17 38%<br>B 10 22%<br>C 6 13%<br>D 4 9%<br>F 8 18%  | achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.   |  |                          |
|                  |          |        |   | TOTAL 45  |  |  |                          |
|                  |          |        |   | Failure rate shows a substantial increase in this class because there was a miscommunication with registration as to the deadline to drop students. This meant that students were not dropped in time and therefore the class had a large fail rate. This has been resolved and will not happen going forward. Failure rate shows a substantial increase in this class because there was a miscommunication with registration as to the deadline to drop students. This meant that students were not dropped in time and therefore the class had a large fail rate. This has been resolved and will not happen going forward. | 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. | Failure rate shows a substantial increase in this class because there was a miscommunication with registration as to the deadline to drop students. This meant that students were not dropped in time and therefore the class had a large fail rate. This has been resolved and will not happen going forward. |                          |
|                  | READ 100 | SLO #1 | Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.                               | 80% of students passed the class with a 70% average or better. Average increase in reading level of 2.5.  | New textbook will be used to try to improve overall vocabulary and comprehension.  | Comprehension continues to improve thus few changes are required. Exercises used will continue.  |                          |
|                  |          |        |   | Three students enrolled, and all three failed to complete the class and the exam.   | New textbook will be used next semester.   |  |                          |
|                  |          | SLO #2 | Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.                           | 80% successfully completed 5 Unit Tests at the 70% level or higher.   | A new textbook will be used that continues to stress main ideas as a method to identify topic sentences.   | No changes.  |                          |
|                  |          |        |   | The three students failed to complete the Unit Tests at the 70% level.  | A new textbook will be used next semester.   |  |                          |
|                  |          | SLO #3 | Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote reading | 80% completed all unit tests at the 70% level or better.  | A new textbook will be used next semester.   | No changes.  |                          |

| Reporting Period | ID       | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan                                 | Follow-Up           | Conclusions & Next Steps |
|------------------|----------|--------|---|--|---|---------------------|--------------------------|
|                  |          | SLO #3 | comprehension and fluency.  | 80% completed all unit tests at the 70% level or better.   | A new textbook will be used next semester.      | No changes.         |                          |
|                  |          |        |   | All three students enrolled failed to complete the Unit tests at the 70% level.                    | New textbook will be used next semester.        |                     |                          |
|                  | READ 101 | SLO #1 | Employ effective reading strategies, including skimming, scanning, previewing, predicting, basic note-taking, and organizing textual information, to increase comprehension and reading speed.                              | 75% of students who took the exam increased reading level  | New textbook will be used in the next semester. | No changes          |                          |
|                  |          |        |   | The two students enrolled completed the Exam with an average increase in reading level of over 4.0 | New textbook will be used next semester.        |                     |                          |
|                  |          | SLO #2 | Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.   | 75% of students scored 70% or better on all unit tests   | New textbook will be used next semester.        | No changes required |                          |
|                  |          |        |   | Both students enrolled completed the Unit Tests at 70% or better.                                  | New textbook will be used in the next semester. |                     |                          |
|                  |          | 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.                                   | 75% completed exams at 70% or better.  | New textbook will be used next semester.        | no changes          |                          |
|                  |          |        |   | Both students completed the Comprehension Unit Tests at the 70% level or above.                    | New textbook will be used in the next semester. |                     |                          |
|                  | 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% of students improved reading level.   | New textbook will be used next semester.        |                     |                          |



| Reporting Period | ID     | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
|------------------|--------|--------|--|--|---|--|--------------------------|
|                  |        |        |  | 40% 2 of 5 students completed exam with an average reading level increase of 3.5.  | New textbook will be used next semester.  |  |                          |
|                  |        | 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.  | 83% of students completed unit tests at the 70% or better.   | New textbook will be used next semester.  | No changes required.   |                          |
|                  |        |        |  | Two of five students completed Comprehension Tests at the 70% level or higher.   | New textbook will be used in the next semester.   |  |                          |
|                  |        | SLO #3 | Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote reading comprehension and fluency.   | 83% of students successfully completed all writing assignments.  | New textbook will be used next semester.  | No changes required  |                          |
|                  |        |        |  | Both students completed writing assignments and comprehension exams at the 70% level or better.  | New textbook will be used in the next semester.   |  |                          |
|                  | 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. | On the Pre-test, an average of 35% responded correctly to the questions that relate to this SLO. During the final Post-test, an average of 51% responded correctly to this SLO. There was a 16% improvement.                           | This significantly made an educational better understanding for the students and improve exam scores. I will continue this method and also include pop quizzes, and up dated resources information. | We used a new text book required for the class. In addition I used handout copies and video short lectures from other resources in addition to previous assessment. This improved test scores. |                          |
|                  |        |        |  | On this assignment, the average grade was 88%. There were 9 students who did not submit this assignment. The target was met with over 80% of the students demonstrating knowledge of the conflict perspective as it relates to gender. | Plan to develop a rubric for students for submission as well as grade data.   |  |                          |
|                  |        |        |  | On this assignment, the average grade was 93%. There were 12 students who did not submit this assignment. The target was met with over 80% of the students   | Plan to develop a rubric for students for submission as well as grade data.   |  |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|-----------|--------------------------|
|                  |    |        |   | demonstrating knowledge of the conflict perspective as it relates to gender. It is interesting to note that in another online section taught at the same time, the average was 88% compared to this class with 93%. There were no differences in pedagogy or presentation. | Plan to develop a rubric for students for submission as well as grade data.  |           |                          |
|                  |    |        |   | On this assignment, the average grade was 95%. There were 16 students who did not submit this assignment. The target was met with over 80% of the students demonstrating knowledge of the conflict perspective as it relates to gender.                                    | Plan to develop a rubric for students for submission as well as grade data. Will monitor this particular assignment for one more term. |           |                          |
|                  |    |        |   | On this assignment, the average grade was over 85% including students who did not turn in the assignment. Over 80% of the students demonstrated knowledge of the conflict perspective as it relates to gender.   | No changes planned at this time.   |           |                          |
|                  |    | SLO #2 | Students will demonstrate a basic understanding of 10 general sociological concepts, including, but not limited to: sociological imagination, macrosociology, microsociology, dysfunction, culture, ethnocentrism, argot, Sapir-Whorf hypothesis, assimilation, cultural relativism, norms, ascribed and/or achieved status, social roles, socialization, resocialization, mass media, narcotizing dysfunction, dominant ideology, class, social inequality, stratification, race, racism, glass ceiling, contact hypothesis, gender, institutional discrimination, deviance, crime, social control, cohabitation, endogamy, exogamy. | Average score for the final exam was 84%. Additional data was collected on the last 116 attempted exams (covering both Fall and Spring term) which indicated that 87 out of 116 students achieved a score of 80% or higher on the final exam.                              | Continue to monitor progress of the ability for students to identify crucial sociological terms.                                       |           |                          |

| Reporting Period | ID     | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|--------|--------|---|---|--|--|--------------------------|
|                  |        |        |   | <p>Average score for the final exam was 85%. There was only 1 student who did not take the final exam.</p> <p>In a live class, I would have expected the average to be higher as compared to the online students, however I cannot guarantee whether they utilize outside resources during the exam. Students were provided with an outline of final exam material—this also should have resulted in higher scores.</p>   | Continue to monitor progress of the ability for students to identify crucial sociological terms. This SLO will be discussed at the initial class meeting as well as throughout the term. |  |                          |
|                  |        |        |   | <p>Average score for the final exam was 88%. There were 7 students who did not take the final exam.</p>   | Continue to monitor progress of the ability for students to identify crucial sociological terms.   |  |                          |
|                  |        |        |   | <p>Average score for the final exam was 93%. There were 7 students who did not take the final exam.</p>   | Continue to monitor progress of the ability for students to identify crucial sociological terms.   |  |                          |
|                  | SOCI 2 | SLO #1 | Understand the dynamics of American social problems through a sociological perspective.                                     | <p>Data was collected from Final Exam which consisted of 75 multiple-choice questions covering material from the entire course. Students were provided an outline for a study guide and submitted their completed study guide prior to the exam. There were 26 total final exams taken. 8 students scored in the 90% range; 6 students in the 80% range 4 students in the 70% range, 2 students in the 60% range, and 6 students in the less than 60% range.</p> <p>Although the target of at least 70% average was met, the fact that only 18 out of 26 students scored in the 70% or higher range is disappointing.</p> | This is the only course in which a cumulative final exam is given. Perhaps this needs to be reconsidered.  | Previous results showed a 95% average for the final exam. Current average of 75% is far below previous term. |                          |
|                  |        | SLO #2 | Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture. | <p>Essay prompt examined drugs and alcohol as they relate to various social structures such as culture and social class. There were only two students who did not submit with an average score of 88% on this essay.</p> <p>Target was met with 100% of the students scoring 70% or higher on this assignment.</p>  | Continue to assess this SLO for at least one more term.  |  |                          |

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|                  |        | SLO #2  | Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture.                                  |   |  | Continue to assess this SLO for at least one more term.   |                          |
|                  |        | 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. | <p>Prompt: Discuss the relationship between the number of guns and the amount of violence. Which position do you tend to support? Why?</p> <p>Students were asked to examine the relationship between guns and violence and to examine theoretical concepts vs their opinions on the topic.</p> <p>The target was met with the average grade of 88% on this assignment. There were two students who did not submit this assignment.</p>   |  | Continue to assess this SLO for at least one more term.   |                          |
| SPCH 1           | SLO #1 | Apply knowledge and understanding of the basic principles of public speaking. | 94% students enrolled earned 70% or higher on the final written and delivered speech project   | <p>Of the ten students in the small class, all completed the speech assignments, term paper and final written exam. All received an "A" for their work.</p> <p>Of the twenty students in class, all completed the speech assignments, term paper and final written exam with only three receiving a grade lower than an "A" using specific criteria as put forth in the syllabus.</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? 2.9<br/>How would you rank your ability after the class? 2.9<br/>Average Improvement: 5.2<br/>Analysis: This improvement means that on average students made significant</p> | <p>Encourage all students to complete all course requirements through individual conferences.</p> <p>The data indicates that for the entire class this semester a continuation of current practices is indicated.</p> <p>The data indicates that for the entire class this semester a continuation of current practices is indicated.</p> <p>Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at increasing student</p> | <p>One speech dropped to allow time for all students to participate in class activities and presentations.</p> <p>There were no changes at this time. I find that the current syllabus and assignments work well and fit within the disciplines that the course requires. The many handouts worked well.</p> <p>There were no changes at this time. I find that the current syllabus and assignments work well and fit within the disciplines that the course requires. The handouts</p> <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted</p> |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|---|--------------------------|
|                  |    |     |               | <p>progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These link to the Core Competencies.</p>  | <p>awareness of how public speaking translates into tangible benefits. For example, in the comments' section of one After Action Report , one student credited the communication skills she learned in speech class with helping her get a high paying management job just before the end of the semester.</p>   | <p>throughout the class.<br/>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen.</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? 3.2<br/>How would you rank your ability after the class? 8.2<br/>Average Improvement: 5.0<br/>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These link to the Core Competencies.</p> | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at increasing student awareness of how public speaking translates into tangible benefits. For example, in the comments' section of one After Action Report , one student credited the communication skills she learned in speech class with helping her get a high paying management job just before the end of the semester.</p> | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br/>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen.</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? 3.8<br/>How would you rank your ability after the class? 8.5<br/>Average Improvement: 4.7<br/>Analysis: This improvement means that</p>  | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at</p>  | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class</p>   |                          |

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|------------------|----|-----|---------------|---|---|---|--------------------------|
|                  |    |     |               | on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These link to the Core Competencies.  | increasing student awareness of how public speaking translates into tangible benefits. For example, in the comments' section of one After Action Report , one student credited the communication skills she learned in speech class with helping her get a high paying management job just before the end of the semester.  | from the first day...this lasted throughout the class.<br>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen.  |                          |
|                  |    |     |               | 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? 3.8<br>How would you rank your ability after the class? 8.5<br>Average Improvement: 4.7<br>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These link to the Core Competencies. | Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at increasing student awareness of how public speaking translates into tangible benefits. For example, in the comments' section of one After Action Report , one student credited the communication skills she learned in speech class with helping her get a high paying management job just before the end of the semester. | New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen. |                          |
|                  |    |     |               | The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"... How would you rank your ability before the class? 4.0<br>How would you rank your ability after the class? 8.9<br>Average Improvement: 4.9   | Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet   | New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class.  |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|--|--|---|---|--------------------------|
|                  |    |        |  | Analysis: This improvement means that on average students made significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These link to the Core Competencies.   | with new material aimed at increasing student awareness of how public speaking translates into tangible benefits. For example, in the comments' section of one After Action Report , one student credited the communication skills she learned in speech class with helping her get a high paying management job just before the end of the semester.   | Results: Students bonded as a class from the first day...this lasted throughout the class.<br>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen.  |                          |
|                  |    |        |  | The Question: With regards to "demonstrating knowledge and understanding of the basic principles of public speaking"... How would you rank your ability before the class? 4.2 How would you rank your ability after the class? 8.6<br>Average Improvement: 4.4<br>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding when it comes to public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. These link to the Core Competencies. | Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at increasing student awareness of how public speaking translates into tangible benefits. For example, in the comments' section of one After Action Report , one student credited the communication skills she learned in speech class with helping her get a high paying management job just before the end of the semester. | New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen. |                          |
|                  |    | SLO #2 | Demonstrate improvement in the expression of thought and develop the organizational skills of a speaker. | 70% of enrolled students prepared written outlines prior to speech delivery.   | Plan to enforce outline preparation prior to delivery, requiring delivery from prepared outlines  | Required outline preparation prior to delivery of graded speech presentations   |                          |
|                  |    |        |  | The consensus of opinions by the student survey I always conduct in class revealed all ten understood and followed   | The data indicates increased demonstrations and examples of what the  | No changes needed for next semester.  |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result   | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
|------------------|----|-----|---------------|---|--|--|--------------------------|
|                  |    |     |               | instructions with no hesitation as we had a very advanced group of students .   | instructor wants the student to attain in regard to presenting speeches to an audience.  | No changes needed for next semester.   |                          |
|                  |    |     |               | The consensus of opinions by the student survey I conducted in class revealed all understood and followed instructions with no hesitation.  | The data indicates increased demonstrations and examples of what the instructor wants the student to attain in regard to presenting speeches to an audience.   | No changes needed for next 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? 2.8</p> <p>How would you rank your ability after the class? 8.4</p> <p>Average Improvement: 5.6</p> <p>Analysis: This improvement means that on average students made significant progress in their active ability to express ideas and organize ideas when it comes to 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. These link to the Core Competencies.</p> | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at simplifying the way students approach the organization of persuasive speeches.</p> | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.</p> <p>*Note: Plans to use videotaped speeches as examples did not happened; the video recorder was stolen.</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</p> <p>How would you rank your ability after the class? 8.7</p> <p>Average Improvement: 5.3</p> <p>Analysis: This improvement means that on average students made significant progress in their ability to express ideas and organize materials speeches. This</p>  | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at simplifying the way students approach the organization of persuasive</p>           | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.</p> <p>*Note: Plans to use videotaped</p>   |                          |



| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |    |     |               | <p>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. These link to the Core Competencies.</p>  | speeches.  | speeches as examples did not happened; the video recorder was stolen.  |                          |
|                  |    |     |               | <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? 3.6<br/>How would you rank your ability after the class? 8.4<br/>Average Improvement: 4.8<br/>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. These link to the Core Competencies.</p> | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at simplifying the way students approach the organization of persuasive speeches.</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? 3.7<br/>How would you rank your ability after the class? 9.0<br/>Average Improvement: 5.3<br/>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 formulating questions and</p>   | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at simplifying the way students approach the organization of persuasive speeches.</p> | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br/>*Note: Plans to use videotaped speeches as examples did not</p> |                          |

| Reporting Period | ID | SLO    | SLO Statement                            | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
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|                  |    |        |  | 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. These link to the Core Competencies.  | Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at simplifying the way students approach the organization of persuasive speeches. | happened; the video recorder was stolen.  |                          |
|                  |    |        |  | The Question: With regards to "showing the expression of thought and the use of the organizational skills of a speaker"... How would you rank your ability before the class? 4.6<br>How would you rank your ability after the class? 8.9<br>Average Improvement: 4.3<br>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 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. These link to the Core Competencies. | Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at simplifying the way students approach the organization of persuasive speeches. | New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br>*Note: Plans to use videotaped speeches as examples did not happen; the video recorder was stolen. |                          |
|                  |    | SLO #3 | Actively listen to and analyze speeches. | Peer reviews/critiques were written by audience members following each delivered speech.  | 75% of the audience provided written feedback for each speech. Speakers reported the critiques were valuable to the improvement in the speech making and delivery process.  | Critiques were signed by the critic and given for feedback to each speaker.   |                          |
|                  |    |        |  | The Question: With regard to "actively listening to student speeches"... How  | Students seem to appreciate having the "Big   | New emphasis given to an exercise the first day of class introduced the previous  |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |    |     |               | <p>would you rank your ability before the class? 4.2<br/> How would you rank your ability after the class? 9.1<br/> Average Improvement: 4.9<br/> 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. These link to the Core Competencies.</p>   | <p>Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at improving listening.</p>   | <p>semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br/> *Note: Plans to use videotaped speeches as examples did not happen; the video recorder was stolen.</p>  |                          |
|                  |    |     |               | <p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? 4.8<br/> How would you rank your ability after the class? 9.2<br/> Average Improvement: 4.4<br/> Analysis: From the start class evidently perceived themselves as having good listening skills; this may account for less Average Improvement than other classes. This improvement still means that on average students made 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. These link to the Core Competencies.</p> | <p>Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at improving listening.</p> | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.<br/> *Note: Plans to use videotaped speeches as examples did not happen; the video recorder was stolen.</p> |                          |
|                  |    |     |               | <p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? 4.8<br/> How would you rank your ability after the</p>   | <p>Students seem to appreciate having the "Big Packet," a compilation of handouts related to the course that acts as a</p>   | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in</p>   |                          |

| Reporting Period | ID | SLO | SLO Statement | Assessment Result  | SLO Action Plan  | Follow-Up  | Conclusions & Next Steps |
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|                  |    |     |               | <p>class? 9.2</p> <p>Average Improvement: 4.4</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. These link to the Core Competencies.</p>  | <p>reference manual for the whole semester. One goal is to update the packet with new material aimed at improving listening.</p>   | <p>feeling some fears about speaking. The students know others want each other to succeed and do well in the class.</p> <p>Results: Students bonded as a class from the first day...this lasted throughout the class.</p> <p>*Note: Plans to use videotaped speeches as examples did not happen; the video recorder was stolen.</p>  |                          |
|                  |    |     |               | <p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.9</p> <p>How would you rank your ability after the class? 9.3</p> <p>Average Improvement: 3.4</p> <p>Analysis: From the start class evidently perceived themselves as having good listening skills; this may account for less Average Improvement than other classes. This improvement still means that on average students made 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. These link to the Core Competencies.</p> | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet with new material aimed at improving listening.</p> | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class. Results: Students bonded as a class from the first day...this lasted throughout the class.</p> <p>*Note: Plans to use videotaped speeches as examples did not happen; the video recorder was stolen.</p> |                          |
|                  |    |     |               | <p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 6.5</p> <p>How would you rank your ability after the class? 9.5</p> <p>Average Improvement: 3.0</p> <p>Analysis: This improvement means that</p>   | <p>Students seem to appreciate having the “Big Packet,” a compilation of handouts related to the course that acts as a reference manual for the whole semester. One goal is to update the packet</p>   | <p>New emphasis given to an exercise the first day of class introduced the previous semester has increased student involvement and commitment. Students know they are not alone in feeling some fears about speaking. The students know others want each other to succeed and do well in the class.</p>  |                          |

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|                  |         |        |  | 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. These link to the Core Competencies. Night students, as a group, are often better listeners to start.             | with new material aimed at improving listening.  | Results: Students bonded as a class from the first day...this lasted throughout the class.<br>*Note: Plans to use videotaped speeches as examples did not happen; the video recorder was stolen. |                          |
|                  |         |        |  | This excellent class ranked tops in effective research, writing and presenting of their speech assignments. All participated fully in the various assignments.  | If the excellent quality of students continue, no changes are needed for this class.   | No changes were made from previous results.  |                          |
|                  |         |        |  | This excellent class ranked tops in effective research, writing and presenting of their speech assignments. Of the twenty in the class, only four received a grade lower than an "A".   | If the excellent quality of students continue, no changes are needed for this class.   | No changes were made from previous results.  |                          |
|                  | TART 13 | 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. | Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on Performance Technique.<br>31% received a score of 4 out of 4;<br>31% received a score of 3 out of 4;<br>8% received a score of 2.5 out of 4;<br>23% received a score of 2 out of 4;<br>8% received a score of 1.5 out of 4;<br>92% of students received a score of 2 or higher;<br>62% received a score of 3 or higher. | While it would be desirable to have at least 70% of the class receive a 3 or higher in the rubric, this is a Beginning course and for 62% of the students, it was the first time they had ever been in a play. Based on this, the results are exciting.<br><br>There are no changes planned. |  |                          |
|                  |         | 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.    | An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours.<br>80% of students gave their full 3 hours;   | No changes are recommended, but this measurement will continue. Students learn a great deal from doing the various things that are needed to make a  |  |                          |

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|------------------|----|--------|---|---|---|--|--------------------------|
|                  |    | 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.           | 7% gave 2 hours;<br>7% gave 1.5 hours;<br>7% gave 1 hour.   | successful production.  |  |                          |
|                  |    | SLO #3 | Demonstrate proficiency at proper singing and dancing within the style of the musical theatre production.   | Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on Singing/Dancing Proficiency.<br>Singing:<br>92% received a score of 4 out of 4;<br>8% received a score of 3 out of 4;<br>Dancing:<br>62% received a score of 4 out of 4;<br>23% received a score of 3 out of 4;<br>8% received a score of 2 out of 4;<br>8% received a score of 1 out of 4; | Singing scores were very successful. No changes are recommended.<br>The dancing was a little less successful but dancing doesn't come naturally to everyone and the lower scores were for people that don't have as much coordination. Their effort was an "A+" however. No changes recommended at this time. | More rehearsal time was recommended and this was accomplished. As a result, the dances looked much more polished and in the correct style. |                          |
| TART 13B         |    | SLO #1 | Dramatize a specific role before an audience that reflects improved clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis. | Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on Performance Technique.<br>86% received a score of 4 out of 4<br>7% received a score of 3 out of 4<br>7% received a score of 1 out of 4<br>93% of students received a score of 2 or higher.  | These were students who have been in productions before so they are a bit more advanced in their abilities. The student who received a 1 out of 4 hasn't been in a production since she was a child and her abilities are very limited. No changes are recommended at this time.                              |  |                          |
|                  |    | 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.           | An hours sheet was posted for supervisors to sign off as students completed hours. All students had to have their hours signed except for specific students whose production position already had assigned hours.<br>93% of students gave their full 3 hours;<br>7% gave 2.5 hours  | Students are doing their full hours with little exception. Students understand the need to help make the production successful by helping out with all aspects and it gives them a sense of the many art forms and skills needed to make one production happen. No changes are recommended.                   |  |                          |

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|------------------|--------|--------|--|--|---|--|--------------------------|
|                  |        | SLO #3 | Demonstrate improved proficiency at proper singing and dancing within the style of the musical theatre production.   | Actors were assessed through a rubric (with archival video) based on their performance of a musical production. The rubric was on Singing/Dancing Proficiency.<br>Singing:<br>93% received a score of 4 out of 4;<br>7% received a score of 2 out of 4;<br>Dancing:<br>64% received a score of 4 out of 4;<br>14% received a score of 3 out of 4;<br>7% received a score of 2 out of 4;<br>14% received a score of 1 out of 4; | Singing scores were very successful. The one student with a "2" has some pitch and focus issues but she is improving.<br>The dancing was a little less successful but dancing doesn't come naturally to everyone. The "2" and the "1"s were due to students who just don't possess a lot of coordination or are older in age and don't possess the same stability. Their effort was an "A+" however. No changes recommended at this time. |  |                          |
|                  | TART 3 | SLO #1 | Through objective examination and written work, identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre. | Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre.<br>13% received an A<br>48% received a B<br>22% received a C<br>61% received a B or higher<br>83% received a passing grade or higher  | Although the success rate went up for this assignment, there will still be another small modification made to the assignment instructions for even more clarity.  | The last SLO form recommended making a small modification to the assignment instructions to create more clarity. The amount of students who received a passing grade or higher in the Fall of 2013 was 73% so the success rate went up by 10%.   |                          |
|                  |        | SLO #2 | Through objective exam, demonstrate a vocabulary of common theatre terms.  | Course final is exclusively on theatre terminology<br>26% received an A<br>15% received a B<br>15% received a C<br>41% received a B or higher<br>56% received a passing grade or higher  | The numbers do jump from one semester to the next without much rhyme or reason. No changes have been made. At first, it seemed that students seemed more successful in the spring, but this spring showed that to be false. It is the last 9 weeks of the semester and more students tend to lose interest in school, which could be the reason for the fluctuating scores.<br><br>No changes recommended                                 | Previous SLOs stats:<br>Spring 12: 74% passing<br>Fall 12: 54% passing<br>Spring 13: 85% passing<br>Fall 13: 53% passing<br>This semester: 56% passing<br>The last SLOs stated: "There seems to be no rhyme or reason. It seems to just depend on that semester's crop of students. No changes will be made at this time, but an eye will be kept on this measurement for the future."<br><br>This seems to still be the case. |                          |

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|------------------|--------|---|--|---|--|--|--------------------------|
|                  |        | SLO #2  | Through objective exam, demonstrate a vocabulary of common theatre terms.  | Course final is exclusively on theatre terminology<br>26% received an A<br>15% received a B<br>15% received a C<br>41% received a B or higher<br>56% received a passing grade or higher   | at this time.  | Previous SLOs stats:<br>Spring 12: 74% passing<br>Fall 12: 54% passing<br>Spring 13: 85% passing<br>Fall 13: 53% passing<br>This semester: 56% passing<br>The last SLOs stated: "There seems to be no rhyme or reason. It seems to just depend on that semester's crop of students. No changes will be made at this time, but an eye will be kept on this measurement for the future."<br><br>This seems to still be the case. |                          |
| TART 4           | SLO #1 | Demonstrate understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece. | Students learned and performed two different songs from different genres. They presented them in class...song #1 earlier in the semester and song #2 later in the semester. They then presented them for the concert. They watched video footage of each presentation and filled out self-evaluation forms based on what they saw.<br>69% of students noticed their voices got stronger, certain notes were easier to hit, and their ability to sing in the appropriate style of the piece had improved. Other students spoke about their improvement in showing emotion and expression in their songs.<br><br>(See comments on related doc) | Self-evaluations are a very successful tool since students are able to articulate how they feel about their own work and what they're learning. There are no changes at this time, but it's recommended to solicit some advice or ideas from other voice teachers regarding group voice class management. | The last SLO form recommended talking to voice teachers from other schools to see how they manage the lack of one-on-one time. This wasn't accomplished. |  |                          |
|                  |        | SLO #2  | Analyze the effectiveness of vocal technique and interpretation through self-evaluation and the observation other performances.  | Students discussed their process and improvement in their own words as well as their observation of their peers' work.<br><br>85% of students were able to articulate insightful critiques of their own work and that of their classmates.  | No changes are recommended.  |  |                          |
| WARE 55          | SLO #3 | Compare and contrast the five basic models of transportation: air, motor,   | Students were able to do active comparisons, including regional requirements for each method   | Use written discussions to further enhance the importance of each mode  | Had students go more in depth in their comparisons to include regional requirements  |  |                          |



| Reporting Period | ID      | SLO    | SLO Statement   | Assessment Result   | SLO Action Plan   | Follow-Up  | Conclusions & Next Steps |
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|                  | WARE 55 | SLO #3 | pipeline, rail and water.   | Students were able to do active comparisons, including regional requirements for each method  | Use written discussions to further enhance the importance of each mode  | Had students go more in depth in their comparisons to include regional requirements  |                          |
|                  | WARE 59 | SLO #1 | Identify and explain methods of stock control and their applications.   | Of the 15 students that completed the class only 12 did so with a passing grade of D or better. Of those who completed the course, it was evident that most of the students were not utilizing their text and online resources as well as they should be. | New quizzes and exams designed to work better in Moodle which will also bring new questions into the class.   | The school has adopted a new teaching platform "Moodle". This had caused some issues but the students and instructor have adapted. All of the quizzes and exams for this class were re-written to better utilize Moodle. |                          |
|                  |         | SLO #2 | Identify and explain what drives operational, tactical and strategic make-or-buy decisions.                           | Of the 15 students that completed the class only 12 did so with a passing grade of D or better. Of those who completed the course, it was evident that most of the students were not utilizing their text and online resources as well as they should be. | New quizzes and exams designed to work better in Moodle which will also bring new questions into the class.   | The school has adopted a new teaching platform "Moodle". This had caused some issues but the students and instructor have adapted. All of the quizzes and exams for this class were re-written to better utilize Moodle. |                          |
|                  |         | SLO #3 | Understand purchasing systems from origination to selection and ordering through completion.                          | Of the 15 students that completed the class only 12 did so with a passing grade of D or better. Of those who completed the course, it was evident that most of the students were not utilizing their text and online resources as well as they should be. | New quizzes and exams designed to work better in Moodle which will also bring new questions into the class.   | The school has adopted a new teaching platform "Moodle". This had caused some issues but the students and instructor have adapted. All of the quizzes and exams for this class were re-written to better utilize Moodle. |                          |
|                  | WELD 50 | SLO #1 | Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding. | At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.                | The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.               | No changes were needed at this time.   |                          |
|                  |         | SLO #2 | Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.               | Students were able to perform operations properly during class while working welding project demonstrations for grading.  | Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation. No changes are planned presently. | No changes were needed at this time.   |                          |
|                  |         | SLO #3 | Student will produce sound oxyacetylene welds.  | 16 of 18 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.  | Hands on welding is necessary for learning to weld, students need to be in class to weld.   | No changes were needed at this time.   |                          |
|                  | WELD 51 | SLO #1 | Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal        | At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated,   | The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing  | No changes were needed at this time.   |                          |

| Reporting Period | ID      | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan   | Follow-Up              | Conclusions & Next Steps |
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|                  | WELD 51 | SLO #1 | arc welding.   | during classroom activities, proper safety with no injury or accidents noted 100%.   | emphasis on using safety equipment is effective   | No changes were needed | at this time.            |
|                  |         | SLO #2 | Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.                           | Students were able to perform operations properly during class while working welding project demonstrations for grading.   | Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.                     | No changes were needed | at this time             |
|                  |         | SLO #3 | Student will produce sound shielded metal arc welds in the flat position.  | 16 of 19 students were successfully able to complete the course with a grade of C or better. Students are successful when they are in class.   | Hands on welding is necessary for learning to weld, students need to be in class to weld.   | No changes were needed | at this time             |
|                  | WELD 52 | SLO #1 | Student will exercise the safety precautions necessary to avoid injury to self or property when performing out of position shielded metal arc welding. | At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%. | The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective. | No changes were needed | at this time             |
|                  |         | SLO #2 | Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.                           | Students were able to perform operations properly during class while working welding project demonstrations for grading.   | Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.                     | No changes were needed | at this time             |
|                  |         | SLO #3 | Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions.  | 19of 21 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.  | Hands on welding is necessary for learning to weld, students need to be in class to weld.   | No changes were needed | at this time             |
|                  | 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.      | 15of 17 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.  | Hands on welding is necessary for learning to weld, students need to be in class to weld.   | No changes were needed | at this time             |
|                  |         |        |  | At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%. | The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective. | No changes were needed | at this time             |
|                  |         | SLO #2 | Student will be capable of properly setting up, adjusting,   | Students were able to perform operations properly during class while working   | Demonstrations, videos, and lectures on the   | 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 | operating and shutting down shielded metal arc welding equipment.   | welding project demonstrations for grading   | 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 shielded metal arc welded joints.  | 15of 17 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.  | Hands on welding is necessary for learning to weld, students need to be in class to weld.   | No changes were needed | at this time             |
| WELD 54          |    | SLO #1 | Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas metal arc welding operations.    | At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%. | The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective. | No changes were needed | at this time.            |
|                  |    | SLO #2 | Student will be capable of properly setting up, adjusting, operating and shutting down gas metal arc welding equipment.                         | Students were able to perform operations properly during class while working welding project demonstrations for grading.   | Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.                     | No changes were needed | at this time.            |
|                  |    | SLO #3 | Student will produce sound gas metal arc welded joints.   | 9 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.  |   |                        |                          |
| 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. | At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%. | The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective  |                        |                          |
|                  |    | SLO #2 | Student will be capable of properly setting up, adjusting, operating and shutting down gas tungsten arc welding equipment.                      | Students were able to perform operations properly during class while working welding project demonstrations for grading.   | Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.                     |                        |                          |
|                  |    | SLO #3 | Student will produce sound gas tungsten arc welded joints in both steel and aluminum.   | 15of 16 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course.  | : Hands on welding is necessary for learning to weld, students need to be in class to weld.   |                        |                          |

| Reporting Period | ID       | SLO    | SLO Statement  | Assessment Result   | SLO Action Plan   | Follow-Up   | Conclusions & Next Steps |
|------------------|----------|--------|--|---|---|---|--------------------------|
|                  |          |        |  | 15of 16 students were successfully able to complete the course with a grade of C or better. Class performance thru attendance and participation are needed for successful completion of course. | No changes were needed at this time.  |   |                          |
|                  | WELD 57  | SLO #1 | Inspect and perform repair welding processes on existing welded items.                     | Students demonstrated knowledge and use of various welding processes.   | Using all of the welding processes available students are clearly able to show understanding of what they have learned.   | No changes were needed at this time.  |                          |
|                  |          | SLO #2 | Students will fabricate complex and useful welded projects from blueprints.                | Students show ability to apply blueprint reading understanding and welding processes to practical experience.   | Students are encouraged to bring in their own projects to construct as well as class projects that may be assigned.   | No changes were needed at this time.  |                          |
|                  |          | SLO #3 | Students will produce sound welds utilizing many various welding processes.                | 13 students were successfully able to complete the course with a grade of C or better.  | Addition of Certified Welding Inspector enables students to acquire AWS certification.  | No changes were needed at this time.  |                          |
|                  | WKFC 105 | SLO #1 | Understand and explain the difference between decision making and problem solving.         | An average of 80% of the students in the class received an average of 70% or better when responding to an essay question covering this SLO. The other 20% did not take the final exam at all.   | The data indicate to me that the students are generally on track with understanding the information presented in this SLO. Those students who did not complete successfully did so because they did not take the final exam. I plan to review the course and provide updates to the information before the course is offered again. | This spring I made changes to my discussion board posts by creating and uploading documents on to the Latest News section that covered topics such as the Discussion Board Rubric, Grading, and a Welcome to the class. |                          |
|                  |          | SLO #2 | Explain the concept of the "depth mind" and how it is used in the decision making process. | 100% of the students responded successfully to Lesson 7 discussion covering this SLO.   | This data indicates that the discussion revision may need some tweaking. In addition I will review the questions in this area that the students missed and make changes as required to improve student learning.  |   |                          |
|                  |          |        |  | An average of 76% of the students responded successfully to this SLO on the   | This data indicates that the discussion revision may  |   |                          |

| Reporting Period | ID | SLO    | SLO Statement  | Assessment Result  | SLO Action Plan  | Follow-Up   | Conclusions & Next Steps |
|------------------|----|--------|--|--|--|---|--------------------------|
|                  |    |        |  | quizzes for lessons 3-8.   | need some tweaking. In addition I will review the questions in this area that the students missed and make changes as required to improve student learning.  |   |                          |
|                  |    | SLO #3 | Apply problem solving techniques.  | An average of 90% of the students responded to all of the discussion board questions successfully for this SLO.  | The data above indicates that the students have a better than average understanding of the concepts as they are being presented. I will continue to make revisions as necessary to ensure that the students are have practical applications for applying decision making techniques.   | I revised Lessons 5 and 6's discussion questions to reflect contemporary issues that encourage them to apply decision making to practical situations. |                          |
| WKFC 106         |    | SLO #1 | Prepare for change by identifying the stages and employing effective communication skills. | 58% (7/12) of the students who completed Lesson 2 quiz successfully with a 70% or above. 17% (2/12) completed the quiz, but scored below 70%. The other 25% (3/12) did not complete the Lesson 2 quiz. | The above data indicates that although the majority of the students' learning was successful, I will have to tweak some of the quizzes by rewording them. Also, I will review the discussion questions and revise them to make them clearer for the students to understand. In addition, I will modify the quiz to specifically ask the students questions regarding communications during change and put an essay on the final exam in this area. |   |                          |
|                  |    | SLO #2 | Understand why people resist change how to minimize resistance.                            | 50% of the students responded to the discussion question successfully. 17% (2/12) did not complete the entire assignment. The other 33% (4/12) did not respond to the discussion at all.               | The data indicated to me that I will have to change my teaching approach the next time this course is offered to modify at least two discussion board questions to illicit responses to this SLO. In   |   |                          |

| Reporting Period | ID | SLO    | SLO Statement   | Assessment Result  | SLO Action Plan  | Follow-Up | Conclusions & Next Steps |
|------------------|----|--------|---|--|--|-----------|--------------------------|
|                  |    | SLO #2 | Understand why people resist change how to minimize resistance.           | 50% of the students responded to the discussion question successfully. 17% (2/12) did not complete the entire assignment. The other 33% (4/12) did not respond to the discussion at all. | addition, I will modify the quiz to specifically ask the students questions regarding communications during change and put an essay on the final exam in this area.  |           |                          |
|                  |    | SLO #3 | Utilize strategies such as teamwork to develop an action plan for change. | 47% of the students responded to an essay question that addressed this SLO at 70% or better. The other 53% did not complete the final exam.  | These statistics are alarming to me. Therefore, I will modify the quiz to specifically ask the students questions regarding communications during change and put an essay on the final exam in this area. In addition I will revise the first quiz of the course to cover the syllabus in an attempt to help students feel more comfortable in the course. |           |                          |