

Reporting Period	Course ID	SLO Name	SLO	Assessment Result	Action	Follow-Up
2014-2015 (Spring 2015)	ACCT 1A	SLO #1	Identify the components of posting transactions, the adjusting process and completing the accounting cycle	40633 - This data was collected from a discussion topic. Answers tended to be to brief and not thoroughly developed. The average success rate, for those who did not drop the course, was 71%.	There needs to be more emphasis on students completing the practice problems. Students need to be encouraged to ask questions when accounting concepts or applications are not clearly	None
				This data was collected from a discussion topic. Answers tended to be to brief and not thoroughly developed. The average success rate, for those who did not drop the course, was 71%.	There needs to be more emphasis on students completing the practice problems. Students need to be encouraged to ask questions when accounting concepts or applications are not clearly	None.
		SLO #2	Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise	40633 - This data was collected from a discussion topic. Answers tended to be to brief and not thoroughly developed. The average success rate, for those who did not drop the course, was 75%.	There needs to be more emphasis on students completing the practice problems. Students need to be encouraged to ask questions when accounting concepts or applications are not clearly understood.	None
				This data was collected from a discussion topic. Answers tended to be to brief and not thoroughly developed. The average success rate, for those who did not drop the course, was 75%.	There needs to be more emphasis on students completing the practice problems. Students need to be encouraged to ask questions when accounting concepts or applications are not clearly	None.
		SLO #3	Analyze complex accounting problems to determine the proper component and method to use to solve the	40633 - This data was collected from the mid-term and final examinations. The average success rate, for those who did not drop the course, was 62%.	There needs to be more emphasis on students completing the practice problems. Students need to be encouraged to ask questions when accounting concepts or applications are not clearly	

			This data was collected from the mid-term and final examinations. The average success rate, for those who did not drop the course, was 62%.	There needs to be more emphasis on students completing the practice problems. Students need to be encouraged to ask questions when accounting concepts or applications are not clearly	None.
ACCT 1B	SLO #1	Identify the components of Corporations (organization, income, taxes, stockholders' equity, dividends, capital stock transactions, investment in stocks, bonds and financial statement analysis).	For this SLO, students demonstrate understanding of the components of Corporations through a written SLO assignment, which specifically addresses this topic/SLO#1. The average score is A+ (97%), excludes 1 non-submitted paper. 33/34 or 97% of the students were successful with the written essay and 1/34 or 3% weren't due to not submitting. The one student not submitting the written assignment later failed the course. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO.	No changes need to be made to the course for this particular SLO written assignment. The above data indicates this particular assignment sufficiently addresses the SLO#1 when students submit the SLO Written Assignment, which leads to mastering the identification of the different components of Corporations. Students not submitting the SLO written assignments received multiple reminders.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.
	SLO #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+ (97%), excludes 1 non-submitted paper. 33/34 or 97% of the students were successful with the written essay and 1/34 or 3% weren't due to not submitting. The one student not submitting the written assignment later failed the course. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO.	No changes need to be made to the course for this particular SLO written assignment. The above data indicates this particular assignment sufficiently addresses the SLO#2 when students submit the SLO Written Assignment, which leads to mastering the identification of various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis. Students not	More lectures and external links were provided specifically concerning differential analysis. 1/33 or 3% of students submitting this assignment skipped this component in the written assignment, due to an incomplete assignment. 32/33 or 97% of the students successfully completed the differential analysis component.

	SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	<p>Measureable data for this SLO is taken from Week 2 Quiz, questions 20-29, which relate to solving complex accounting problems from the textbook.</p> <p>The pass rate for these specific accounting problems/questions 20-29 was 82%. 34/34 students completed the quiz. (Many of the problems were not attempted, the 0/F scores are</p>	No changes need to be made to the course for this particular SLO written assignment.	Practice quizzes/self-assessments was added to the course, since the previous assessment. Scores increased by 7% overall.
ACCT 4	SLO #1	Identify and discuss the components and techniques of managerial accounting (variable costs, fixed costs, activity based costing, relevant costs, and benefits, cost-volume-profit analysis, job order costing, process costing, standard costs and net present value) used for analysis.	<p>For this SLO, students demonstrate understanding of the components and techniques of managerial accounting used for analysis by completing the written portion of the course-long project, which specifically addresses this topic/SLO#1. The Course-Long Project consists of three separate parts, one part for each SLO.</p> <p>13/14 or 93% of enrolled students submitted this portion of the project; one student (1/14 or 7%) did not submit this portion of the project.</p> <p>13/14 or 93% of the students completed this portion of the project with a "C" or greater, thus demonstrating satisfactory completion</p>	<p>No changes need to be made to the course for this particular portion (SLO#1) of the Course-long SLO Project. 100% of the students completing this section (SLO#1) of the Project achieved a 100% satisfaction rate of "C" or higher.</p> <p>The above data indicates this particular assignment sufficiently addresses the SLO#1 when students submit the Course-Long SLO Project, which leads to demonstrating an understanding of the components and techniques of managerial accounting used for analysis. Students received</p>	N/A. This is the first ACCTG4 course I have taught for Barstow.

SLO #2	Demonstrate and appraise the use of managerial accounting technique in an organizational setting	For this SLO, students demonstrate and appraise the use of managerial accounting technique in an organizational setting by completing the written portion of the course-long project, which specifically addresses this topic/SLO#2. The Course-Long Project consists of three separate parts, one part for each SLO.	No changes need to be made to the course for this particular portion (SLO#2) of the Course-long SLO Project. 100% of the students completing this section (SLO#2) of the Project achieved a 100% satisfaction rate of "C" or higher.	N/A. This is the first ACCTG4 course I have taught for Barstow.
		11/14 or 79% of enrolled students submitted this portion of the project; three students (3/14 or 21%) did not submit this portion (part #2) of the project.	The above data indicates this particular assignment sufficiently addresses the SLO#2 when students submit the Course-Long SLO Project, which leads to demonstrating and appraising the use of managerial accounting technique in an organizational setting. Students received multiple reminders	
		11/14 or 79% of the students completed this portion of the project with a "C" or greater, thus		
SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	For this SLO, students analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem by completing the problems portion of the course-long project, which specifically addresses this topic/SLO#3. The Course-Long Project consists of three separate parts, one part for each SLO.	No changes need to be made to the course for this particular portion (SLO#3) of the Course-long SLO Project. 100% of the students completing this section (SLO#3) of the Project achieved a 100% satisfaction rate of "C" or higher.	N/A. This is the first ACCTG4 course I have taught for Barstow.
		11/14 or 79% of enrolled students submitted this portion of the project; three students (3/14 or 21%) did not submit this portion (part #3) of the project.	The above data indicates this particular assignment sufficiently addresses the SLO#3 when students submit the Course-Long SLO Project, which leads to analyzing complex accounting problems to determine the proper component, technique and method to use to solve the problem. Students received	
		11/14 or 79% of the students completed this portion of the project with a "C" or greater, thus		

ACSK 150	SLO #1	Student will group related ideas and eliminate nonessential items in pre-writing strategies to maintain a consistent focus in the development of a written paragraph.	Of the 6 students enrolled in January 13, 2015 4 students mastered this SLO. Two students dropped the class early in the semester.	The Instructor will seek more high interest level photographs and high interest artifacts to motivate the students to become risk takers who intrinsically want to share their ideas using formal written English.	This instructor moved away from topics that were presented using standard English, and instead used topics from TED Talks, to avoid the issue of plagiarism. Students were also presented with photographs and asked to tell the reader what happened in the photographs. Students reported they enjoyed writing about the photographs more
	SLO #2	Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence.	Of the 6 students enrolled in the beginning of the semester 4 students mastered this SLO. Two students dropped this class early in the semester.	Given that the instructor can see that comparing and contrasting is a difficult skill, this instructor intends to model a compare and contrast paragraph at the beginning of at least 3 classes to see if that provides additional supports to make this SLO easier for students to master.	The instructor devoted more class time to this SLO to give the student more class time to master this skill. The instructor also provided additional videos and in class modeling on how to use the Venn Diagram and FANBOYS when comparing and contrasting two ideas. Those students who attended class regularly and completed assignments were more successful than those who missed class or attempted to complete the assignment outside of class. This instructor will use live artifacts, as opposed to pictures to introduce this concept next semester Requiring that students turn in all parts of the writing process increase the rate of students learning not only the skills of editing, but valuing the need to use graphic organizers to create formal standard English sentences that are the foundations of any paragraph. Also, requiring that all three parts be turned in eliminated the plagiarism issue in this class.
	SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.	Of the 6 students enrolled in the beginning of the semester 4 students mastered this SLO. Two students dropped this class early in the semester.	The students continue to need encouragement to use semantic maps in their cooperative learning groups. Those students who had irregular attendance had great difficulty in mastering this skill. This instructor did use the Early Alert system to warn students that they needed to complete tasks and/or attend class regularly. This instructor will use Early Alert more frequently to encourage	

ACSK 151	SLO #1	Student will create original examples of figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text.	Of the 3 students enrolled on January 13, 2015 ...One student was moved up another was moved down. Two students mastered this objective. The one student who was not successful had a known writing disability coupled with irregular attendance. Students with a language disability have had great difficulty with mastery of writing goals. Stressing the relationship between classroom instruction and final grades may provide students with	This instructor needs to be clearer and firmer with students who are enrolled and have a history of a writing disability need to have stricter instructions from the instructor regarding the importance of attendance.	Using local news stories with high interest leveled videos, lead to lively discussions that appeared to improve student writing skills.
	SLO #2	Student will locate information from college texts and summarize in paragraph form the essential points made by the text	Of the 3 students enrolled at the beginning, 2 students mastered this SLO. 1 student never came to class and was dropped. The other students struggle throughout the course and refused to go to the tutoring center for help.	Again, this instructor need to explain to the student that they need the prerequisite skills taught in a lower level class to meet the SLO's of this class.	The student's reading level made summarizing difficult. She refused to go to the tutoring center and said that she did not have time.
	SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in two connected paragraphs.	The two students who were successful at this SLO had regular attendance and arrived to class on time. The one student who was not successful was frequently tardy. This one student who was not successful had a known writing disability coupled with irregular attendance. Students with a language disability have had great difficulty with mastery of writing goals. Stressing the relationship between classroom instruction and final grades may	The instructor needs to have clear communication with the student so that the student understands that there are certain prerequisite skills, such as writing in full sentences that are essential for future college success.	The instructor would suggest that the student drop this class and take it at a different time, or a different semester as her lack of attendance and tardiness negatively impacted her ability to pass this SLO.
ACSK 152	SLO #1	Students will choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits their intended purpose.	Of the 2 students enrolled in January 13, 2015, one student was moved down to ACSK 151. Students mastered this SLO. The one remaining student was successful in mastering this SLO.	The Instructor will seek more high interest level photographs and high interest artifacts to motivate the students to become risk takers who intrinsically want to share their ideas using formal written English.	This Instructor moved away from topics that were presented using standard English, and instead used topics from TED Talks, to avoid issues of plagiarism. Students were also presented with photographs and asked to tell the reader what happened in the photographs. Students reported they enjoyed

	SLO #2	Students will compose a persuasive paragraph, stating a clear position or perspective in support of a proposition.	Of the 2 students enrolled in the beginning of the semester, 1 student mastered this SLO. The other student was moved to a lower level writing class.	Given that the instructor can see that comparing and contrasting is a difficult skill, this instructor intends to model a compare and contrast paragraph at the beginning of at least 3 classes to see if that provides additional supports to make this SLO easier for students to master.	The instructor devoted more class time to this SLO to give the student more class time to master this skill. The instructor also provided additional videos and in class modeling on how to use the Venn Diagram and FANBOYS when comparing and contrasting two ideas. Those students who attended class regularly and completed assignments were more successful than those who missed class or attempted to complete the assignment outside of class. This instructor will use live artifacts, as opposed to pictures to introduce this concept next semester Requiring that students turn in all parts of the writing process increase the rate of students learning not only the skills of editing, but valuing the need to use graphic organizers to create formal standard English sentences that are the foundations of any paragraph. Also, requiring that all three parts be turned in eliminated the plagiarism issue in this class.
	SLO #3	Students will edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay.	Of the 2 students enrolled in the beginning of the semester student mastered this SLO. The other student was moved to a lower leveled course.	The students continue to need encouragement to use semantic maps in their cooperative learning groups. Those students who had irregular attendance had great difficulty in mastering this skill. This instructor did use the Early Alert system to warn students that they needed to complete tasks and/or attend class regularly. This instructor will use Early Alert more frequently to encourage	Requiring that students turn in all parts of the writing process increase the rate of students learning not only the skills of editing, but valuing the need to use graphic organizers to create formal standard English sentences that are the foundations of any paragraph. Also, requiring that all three parts be turned in eliminated the plagiarism issue in this class.
ACSK 153	SLO #1	Students will estimate and compute the sum or difference of whole numbers and positive decimals to two places.	Students scored an average of 83% on quizzes. The goal is 75%.	As a class we previewed a quiz before they individually completed their own, different practice quiz. Students were much more comfortable with the format after taking a practice quiz. Two students requested to only take paper	This semester I continued implementation of electronic quizzing using Engrade. Questions are randomly ordered as well as answers. The quiz questions are the same but the format is now electronic to provide immediate feedback. Students took a practice quiz first so

		Students who were motivated to master this SLO were successful and learned the missing sub skills needed for mastery. Of the 8 students enrolled on January 13, 2015, one student moved up to ACSK154, and two additional students were added later in the course. Eight students mastered this SLO. Three students were not successful in mastering this SLO. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus	The use of LearnZillion provided non disputable 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.	Students were encouraged to work in cooperative learning groups. This teaching strategy was empowering for those students who were in seat. Students were able to work at their own mastery levels. Many students exceeded the SLO for this course.
SLO #2	Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems.	Many students who had difficulty with this concept entered the program with a negative mind set regarding their own math levels. Providing students with math vocabulary mastery demystifies mathematical concepts. Of the 8 students enrolled in on the first day, 8 students mastered this SLO. Three students did not master this SLO. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they On both assessments 75% of students met the goal with at least 75% accuracy.	I will spend more time explaining the use of LearnZillion, 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 decreased the use of Khan Academy and replaced it with Learn Zillion.
SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic	75% of students scored 70% or higher on problems with irrelevant information.	Giving practice assessments helps students become more comfortable with the assessment situation and their success indicates this is a solid strategy to continue. We will continue the strategy.	By giving a practice midterm and practice final, it ensured students became familiar with the format, wording, and had practice with the content covered. Students were given individual feedback so they knew specifically what to study for the test We continued the use of highlighters to find the relevant information and discussed the importance of recognizing information that may be misleading or is not necessary. On the final, students did worse than all other tests on this skill and pulled their score significantly lower.

			<p>Many of the students do not want to read the data analytically; they prefer to complete the assignment quickly. Others did not have math vocabulary. Of the 8 enrolled on the first day, 8 students mastered this SLO. Three students did not master this SLO. Those students who did not master this SLO had irregular attendance and did not turn in completed assignments thus they missed the opportunity for</p>	<p>Providing immediate feedback helps to reduce student misreading of a real life problem. I would create more personally relevant real world problems to increase student mastery.</p>	<p>Having students create pictures of what the word problem represented, helped some of the students master this SLO. Three students did not master this SLO.</p>
ACSK 154	SLO #1	Students will estimate percents given fractions and evaluate the reasonableness of their educated guess	<p>43% of students were unable to estimate percent given fractions.</p> <p>All of the 10 students enrolled at the beginning of the semester mastered this SLO. Cooperative learning, and shorter assignments helped students develop the skills and self-confidence needed to pass this SLO.</p>	<p>I believe doing decimals in ACSK 153 will help alleviate the time needed in ACSK 154 for fractions and percent. Perhaps only doing a review of decimals (after teaching the bulk of it in 153) will make a difference. 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.</p>	<p>Extra instruction and activities were provided to augment the textbook during percent instruction. However, the time needed for students to understand fractions took significantly longer than anticipated and thus instructional time for I used online examples and online videos to supplement my explanations.</p>
	SLO #2	Students will formulate a plan to create algorithmic representations from real world life word problems	<p>11/14 of students successfully showed algorithmic representations while completing real-life word problems.</p> <p>Students preferred to be given the algorithmic representation, rather than performing the analysis required to create the algorithm. Of the 10 students enrolled on the first day, all 10 students mastered this SLO. Shorter assignments, spiraling curriculum, and cooperative learning are agents that</p>	<p>Continued instruction in this manner will continue.</p> <p>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.</p>	<p>I used some supplemental materials which the students appeared to enjoy. The students became so comfortable with converting fractions, to decimals, to percent's, that they resisted going the next step and solving a real life problem using real world problems.</p>

	SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic	9/14 students deleted irrelevant information when working basic fraction problems at least 75% of the time. Students initially needed practice with creating the formulas to solve real life word problems. They appeared to benefit when they were given examples of how they use percentages when they are shopping. . Of the 10 Students enrolled on the first day of class, all 10 students mastered this class. The small group settings, shorter assignments, and spiraled curriculum	Next time I teach this course I will provide even more opportunities for this objective. While the goal was met, it was barely met and the results may not be lasting. 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.	We spent additional time working with fractions and students were required to show all work and cross out information that is irrelevant. 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	2/2 students completed real-world word problems with at least 82% accuracy. Of the 8 students initially enrolled on January 13, 2015, one student moved down to ACSK154 as that student had not mastered the concept of fractions, decimals, and percent's. Of the 7 remaining students, all 7 students were successful in mastering this goal	No changes currently planned. Cooperative learning groups benefited this particular group of students.	The same assignment was used previously with success. These 7 students worked in cooperative learning groups that helped each of them master this SLO.
	SLO #2	Students will analyze data displays and explain how the information can be reported as either fractions, decimals or percents	2/2 student displayed information to show how fractions, decimals, and percent are inter-related using data analysis. Of the 8 students initially enrolled on the first day, one student moved down, and the remaining 7 students were successful in mastering this goal.	Because of success, this assignment will be repeated. Finding multiple examples of the same math concepts helped these student complete math tasks with minimal instructor supports.	This is the first time this assignment was used. After modeling the procedure, I asked the students to speak aloud and explain their rational while performing mathematical analysis. This appeared to help the students become more mathematically

	SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving operations	2/2 correctly identified irrelevant information in decimal and percent word problems on the final exam.		
			Of the 8 students initially enrolled on January 13, 2015, one student moved down to ACSK154 as that student had not mastered the concept of fractions, decimals, and percent's. Of the 7 remaining students, all 7 students were successful in mastering this goal	Teaching to the affective domain improved the cognitive levels for these students.	The comradery these seven students found in their cooperative learning groups, gave them the confidence to explore math concepts together and reduced math anxiety for the group.
ACSK 157	SLO #1	Students will read expository text at their instructional reading levels with fluency and accuracy and with appropriate pacing, intonation and	6/6 students individually read aloud to instructor from a passage at their independent level with at least 88% accuracy. The read was a "cold" read meaning they had never seen it before.	I will continue with this research-based pedagogy since it has shown to be successful.	
	SLO #2	Students will demonstrate vocabulary strategies to make inferences at student's independent	5/6 students answered inferential questions using vocabulary strategies with at least 70% accuracy. 1 student answered at only 20% accuracy. 6/6 students scored at least 72% on their final vocabulary quiz for The Giver	The data indicates the pedagogy was successful for 5/6 of students. No planned changes at this time.	Instead of using vocabulary graphic organizers, I focused my instruction on contextualized reading.
	SLO #3	Students will uncover and exemplify how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make	6/6 students correctly identified and utilized text features of their textbook.	This assignment had a strong success rate last semester and will continue to be implemented.	Instead of only discussing text features, this time students located and recorded various text features and answered related questions to demonstrate understanding.
ACSK 158	SLO #1	Students will clarify an understanding of text by creating outlines, logical notes, summaries, or reports.	3/3 students successfully wrote 100% of summaries for 32 chapters of To Kill a Mockingbird.	This strategy was hugely successful. Students struggled at first and I provided several weeks of guided and highly structured practice. By the fourth week, students were easily summarizing all types of	This semester I taught students how to write summaries to help them improve their reading comprehension, writing, and main idea skills.

	SLO #2	Students will describe the major elements of fictional story from text and provide an explanation as to the reasonableness	3/3 students identified rising actions, climax, falling actions, and conclusion of To Kill a Mockingbird with 87% accuracy.	Next term we will be using the same strategy as we read The Kite Runner.	The same graphic organizer was used as last semester. However, instead of using short stories we spent the semester reading To Kill a Mockingbird and students understanding of the major elements of a narrative increased substantially
	SLO #3	Students will critically analyze and evaluate reading material at their independent reading level and make inferences and	2/3 students answered at least 75% of inferential comprehension questions correctly at their independent level.		
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.	40408 - Students completed final exam questions relating to this SLO. It should be noted that there was an increase by 14% since last Fall of students in the class who addressed the questions on the final exam satisfactorily. Additionally, 97% or 28 out of 29 students successfully passed the final exam with a 70% or higher. One student earned below a 70%. Ten students chose not to take the final exam for reasons unknown. Most of Eight of nineteen students exceeded standards for this SLO while one student made a feeble attempt at putting words on paper and failed to meet standards, and ten students failed to submit the assignment. The target was met for students who	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks. Students who made the effort succeeded, and students who made no effort failed. Next semester this SLO can be given more weight so that it has a greater impact on the final grade	No changes were recommended from the previous assessment. Students were given a written assignment to specifically address this SLO. In order to succeed, students must be willing to complete assigned work. Students must also be willing to work on improving their writing abilities

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,	40408 - Students completed final exam questions relating to this SLO. It should be noted that there was an increase by 14% since last Fall of students in the class who addressed the questions on the final exam satisfactorily. Additionally, 97% or 28 out of 29 students successfully passed the final exam with a 70% or higher. One student earned below a 70%. Ten students chose not to take the final exam for reasons unknown. Most of Four of nineteen students exceeded standards while eight students met standards. Seven students failed to submit the assignment. Many students demonstrated difficulty in their writing styles	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	No changes were recommended from the previous assessment.
SLO #3	Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.	40408 - Students completed final exam questions relating to this SLO. It should be noted that there was an increase by 14% since last Fall of students in the class who addressed the questions on the final exam satisfactorily. Additionally, 97% or 28 out of 29 students successfully passed the final exam with a 70% or higher. One student earned below a 70%. Ten students chose not to take the final exam for reasons unknown. Most of Five students scored 80% or better on the final and exceeded standards, three met standards with scores between 70% and 80%. Four students failed to meet standards, scoring below 70% and three students failed to take the final. The students who worked the study sheet, and who used the time provided to work together and support one another performed better than students who refused to participate.	Students who made the effort succeeded, and students who made no effort failed. Next semester this SLO can be given more weight so that it has a greater impact on the final I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	Students were given a written assignment to specifically address this SLO. In order to succeed students must be willing to do the assigned work. Students must also be willing to work on improving their writing No changes were recommended from the previous assessment.
			Place stronger emphasis on collective participation.	This semester I provided students with a study guide two weeks before the final that include all material that would be on the final. One week before the final, I identified the specific topics that would appear on the final, and during the final I allowed students to use any notes they could fit on an 8 x 11 sheet of paper. Students were also provided time to study/work together. The students who worked the study sheet, and who used the time provided to work together and

ADJU 15	SLO #1	Describe the history of and identify concepts and precedents that have led to current correctional practices.	40409 - Students overall did 3% better than they did the last time this course was offered in the Spring of 2014. 88% or 23 out of 27 passed the final exam with a 70% or higher. 5 out of 27 students did not take the final exam, thus failing the course.	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	No changes were made since last Spring.
	SLO #2	Identify civil rights as they relate specifically to prisoners, as well as recognize those rights in which prisoners have lost.	40409 - Students overall did 3% better than they did the last time this course was offered in the Spring of 2014. 88% or 23 out of 27 passed the final exam with a 70% or higher. 5 out of 27 students did not take the final exam, thus failing the course.	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	No changes were made since last Spring.
	SLO #3	Describe the responsibility of correctional staff to ensure that a prisoner's civil rights are upheld and respected.	40409 - Students overall did 3% better than they did the last time this course was offered in the Spring of 2014. 88% or 23 out of 27 passed the final exam with a 70% or higher. 5 out of 27 students did not take the final exam, thus failing the course.	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	No changes were made since last Spring.

ADJU 17	SLO #1	Identify those counseling techniques that are most effective in an interview.	40410 - Students overall did 12% better than they did the last time this course was offered in the Spring of 2014. 92% or 25 out of 27 passed the final exam with a 70% or higher. 5 out of 32 students did not take the final exam, thus failing the course.	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	No changes were made since last Spring.
	SLO #2	Demonstrate an understanding of the philosophies, theories, and goals of various counseling and treatment modalities.	40410 - Students overall did 12% better than they did the last time this course was offered in the Spring of 2014. 92% or 25 out of 27 passed the final exam with a 70% or higher. 5 out of 32 students did not take the final exam, thus failing the course.	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	No changes were made since last Spring.
	SLO #3	Identify techniques and theories used in confidence building by correctional staff during interviews and counseling.	40410 - Students overall did 12% better than they did the last time this course was offered in the Spring of 2014. 92% or 25 out of 27 passed the final exam with a 70% or higher. 5 out of 32 students did not take the final exam, thus failing the course.	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	No changes were made since last Spring.

ADJU 2	SLO #1	Analyze the procedures involved in the United States justice system from arrest to release.	40411 - Students completed final exam questions relating to this SLO. It should be noted that there was a decrease by 18% since last fall of students in the class who addressed the questions on the final exam satisfactorily. Additionally, 71% or 20 out of 28 students successfully passed the final exam with a 70% or higher. Two students earned below a 50%. Nine students chose not to take the final exam for reasons unknown. Most of Seven students finished the course. For this SLO, five student met expectations and two failed to meet expectations. The two students who failed to meet expectations had poor classroom participation, and I suspect study habits that matched their in-class participation.	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	No changes were recommended from the previous assessment.
	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.	40411 - Students completed final exam questions relating to this SLO. It should be noted that there was a decrease by 18% since last Fall of students in the class who addressed the questions on the final exam satisfactorily. Additionally, 71% or 20 out of 28 students successfully passed the final exam with a 70% or higher. Two students earned below a 50%. Nine students chose not to take the final exam for reasons unknown. Most Students met an acceptable level of performance for this SLO. One student was found to have plagiarized a paper. He was counselled and resubmitted his own work.	Students must be willing to use information and material provided and must be willing to devote their time and effort if they are to learn and retain information. No instructor can overcome a student's unwillingness to participate or study. More reliance will be placed on written assignments	This semester I provided students with a study guide two weeks before the final that include all material that would be on the final. One week before the final, I identified the specific topics that would appear on the final, and during the final I allowed students to use any notes they could fit on an 8 x 11 sheet of paper. Students who used the No changes were recommended from the previous assessment.
				I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	
				Written assignments next semester will be more comprehensive next semester this course is offered (Spq 2016).	

	SLO #3	Determine various legal rules of procedure from arrest to release to include the courtroom and proper court room procedure.	40411 - Students completed final exam questions relating to this SLO. It should be noted that there was a decrease by 18% since last Fall of students in the class who addressed the questions on the final exam satisfactorily. Additionally, 71% or 20 out of 28 students successfully passed the final exam with a 70% or higher. Two students earned below a 50%. Nine students chose not to take the final exam for reasons unknown. Most Seven students finished the course. For this SLO, five student met expectations and two failed to meet expectations. The two students who failed to meet expectations had poor classroom participation, and I suspect study habits that matched their in-class participation.	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	No changes were recommended from the previous assessment.
ADJU 3	SLO #1	Evaluate basic concepts of criminal law in America and analyze and discuss the basic procedures and rules of evidence that apply to almost all criminal	Twelve students completed this course. Six students demonstrated superior performance for this SLO while three students met or exceeded expectations. Three students failed to meet expectations because the failed to submitted the assigned work.	Students must be willing to use information and material provided and must be willing to devote their time and effort if they are to learn and retain information. No instructor can overcome a student's unwillingness to participate or None anticipated at this time.	This semester I provided students with a study guide two weeks before the final that include all material that would be on the final. One week before the final, I identified the specific topics that would appear on the final, and during the final I allowed students to use any notes
	SLO #2	Examine specialized terms associated with the criminal law in America.	Four out of twelve students met or exceeded expectations for this SLO. Eight students failed to meet expectations.	Students must be willing to use information and material provided and must be willing to devote their time and effort if they are to learn and retain information. No instructor can overcome a student's unwillingness to participate or study.	This semester I provided students with a study guide two weeks before the final that include all material that would be on the final. One week before the final, I identified the specific topics that would appear on the final, and during the final I allowed students to use any notes they could fit on an 8 x 11 sheet of

	SLO #3	Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases.	Four out of twelve students met or exceeded expectations for this SLO. Eight students failed to meet expectations.	Students must be willing to use information and material provided and must be willing to devote their time and effort if they are to learn and retain information. No instructor can overcome a student's unwillingness to participate or study. Having said that, next	This semester I provided students with a study guide two weeks before the final that include all material that would be on the final. One week before the final, I identified the specific topics that would appear on the final, and during the final I allowed students to use any notes they could fit on an 8 x 11 sheet of
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.	Of the 35 active students, only 20 students completed the writing assignment and received full credit – 50/50 or 100% for the assignment. 15 students received 0/50 or 0% for the assignment since they failed to submit the assignment. Of those who completed the assignment, it was apparent the students relied on the text, as well as, outside resources for research.	Adjust the writing assignment for before the spring/winter break or a few weeks after and send numerous reminders regarding writing assignments, to encourage increased participation.	Emails and numerous online postings have contributed to the retention rate increase from the prior semester. Only 4 students were dropped from the class, compared to 12 students the prior semester. The writing assignment is only being completed by approximately half of the class. The assignment is due the week following spring break, which might be a factor in the decline in
	SLO #2	Differentiate between public relations and community relations.	Of the 35 active students, 33 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 2 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment, it was apparent they understood the assignment and were able to define the learning outcome	Continuously update the current topic to address the SLO and provide additional media. Continue to send reminders and emails to encourage participation.	Additional emails and reminders were sent to students to increase participation. Addressing the SLO with current topics allowed students to relate to the subject matter.
	SLO #3	Evaluate psychological factors affecting police-community relations and examine proper communication skills in police/community interaction	See SLO 1 Summary	See SLO 1	See SLO 1 Changes

ADJU 6	SLO #1 (Beshears)	Interpret basic concepts of law enforcement services and evaluate existing procedural problems with interviewing, interrogating, and arresting suspects while protecting the Constitutional rights	40412 - There was a 25% increase in scores for the final exam since the course was offered last Spring. 87% or 30 out of 35 passed the final exam with a 70% or higher. One percent or 3 out of 38 students did not take the final exam, thus failing the course.	Based on the above data no changes will be made for next term.	A closer look at retention was given this time period and students who were not showing up were dropped much sooner than last Spring. Also, some of the final exam questions students struggled with last Spring were changed for this Spring which resulted in a higher pass rate.
	SLO #2 (Beshears)	Examine various types of criminal violations of the law and evaluate, which specific elements need to be present for an actual crime to have been	40412 - There was a 25% increase in scores for the final exam since the course was offered last Spring. 87% or 30 out of 35 passed the final exam with a 70% or higher. One percent or 3 out of 38 students did not take the final exam, thus failing the course.	Based on the above data no changes will be made for next term.	A closer look at retention was given this time period and students who were not showing up were dropped much sooner than last Spring. Also, some of the final exam questions students struggled with last Spring were changed for this Spring which resulted in a higher pass rate.
	SLO #3 (Beshears)	Interpret specialized terms associated with American law enforcement services and analyze the basic models used to form the American law	40412 - There was a 25% increase in scores for the final exam since the course was offered last Spring. 87% or 30 out of 35 passed the final exam with a 70% or higher. One percent or 3 out of 38 students did not take the final exam, thus failing the course.	Based on the above data no changes will be made for next term.	A closer look at retention was given this time period and students who were not showing up were dropped much sooner than last Spring. Also, some of the final exam questions students struggled with last Spring were changed for this Spring which resulted in a higher pass rate.
ADJU 7	SLO #1	Determine basic scientific methods used in a criminal investigation and discuss the basic concepts of performing a criminal	40413 - Students completed final exam questions relating to this SLO. 73% or 29 out of 40 students successfully passed the final exam with a 70% or higher. One student earned below a 50%. Five students chose not to take the final exam for reasons unknown. Most of these students quit	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	No changes were recommended from the previous assessment.
	SLO #2	Differentiate between specialized terms associated with a criminal investigation.	40413 - Students completed final exam questions relating to this SLO. 73% or 29 out of 40 students successfully passed the final exam with a 70% or higher. One student earned below a 50%. Five students chose not to take the final exam for reasons unknown. Most of these students quit	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	No changes were recommended from the previous assessment.

	SLO #3	Evaluate the importance of proper evidence handling procedures.	40413 - Students completed final exam questions relating to this SLO. 73% or 29 out of 40 students successfully passed the final exam with a 70% or higher. One student earned below a 50%. Five students chose not to take the final exam for reasons unknown. Most of these students quit	I plan to continue follow ups with students who do not participate in the course for 2 consecutive weeks.	No changes were recommended from the previous assessment.
ADJU 8	SLO #1	Analyze the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its interdisciplinary nature.	Of the 44 active students, only 21 students completed the writing assignment and received full credit – 50/50 or 100% for the assignment. 23 students received 0/50 or 0% for the assignment, since they failed to submit the assignment. Of those who completed the assignment, it was apparent the students relied on the text, as well as, outside resources for research.	Continue to send numerous reminders regarding writing assignment, to encourage increased participation and possibly change syllabus to include more of a deduction for late assignments.	The writing assignment is only being completed by approximately half of the class even with reminders, such as emails and postings in the instructor's posting area in Moodle. The late assignment policy changed this semester allowing students to turn in late assignments with losing 10% per day after assignment is due. Prior to this policy change, no late assignments were accepted at all. It appears student's managed their time more efficiently last semester with knowing no late assignments would be accepted (24 out of 36 students completed the assignment) versus this semester over half of the class knew they could turn in the
	SLO #2	Interpret the theory, law, policy, and practice in the study of juvenile delinquency and relate the juvenile justice system to the adult system.	Of the 44 active students, 41 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 3 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment, it was apparent they understood the assignment and were able to define the learning outcome	Relating topics to current issues within Juvenile Crime/Delinquency and adding media, students appear to engage and are eager to research the topic for debate; causing increased participation. The students appear more invested in the process.	Additional emails and reminders were sent to students to increase participation. Also, more videos were posted to help address the discussion. Addressing the SLO with current topics and media allowed students to relate to the subject matter.

	SLO #3	Examine the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve the juvenile	See SLO 1 Summary	See SLO 1	See SLO 1 Changes
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	SLO 1 is based on national standards of the American Red Cross. Average score was 95%, 3% higher than last semester. All 23 students received a B or higher No single question was missed by more than 50% of students.	At this time, it appears we are continueing to address all modules sufficiently.	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	SLO 2 is based on national standards of the American Red Cross. Average score was 95%, a decrease of 1% from last semester. All 23 students received a B or higher. No particular module was missed by a large number of students.	At this time, it appears we are continueing to address all modules adequately.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. There are no clear issues to explain the increase from last semester; therefore, I feel no changes are necessary at this time
	SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	SLO 3 is based on national standards of the American Red cross. Average score was 93%, a decrease of 2%. All 23 students passed with a B or higher No particular module was missed by a large number of students.	At this time, it appears we are addressing all modules adequately.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. There were not questions missed by more than 50% There are no clear issues to explain the increase from last semester; therefore, I feel no changes are necessary at this time

AHLT 55A	SLO #1	Utilize assessment findings to identify and treat illness/injury	19/23 students reached the final exam stage for completion of this course. 15 students successfully completed the course. 4 students were not successful in achieving the grade required to obtain a completion certificate. Of these 4, one actually failed the class. Poor attendance and failure to complete all of the assignments contributed to the failure of these	There were no changes from the previous assessment.	There were no changes from the previous assessment.
	SLO #2	Successfully perform the skills required by NREMT for certification.	100% success rate for this particular SLO. 23 students attempted, 23 students succeeded.	There are no changes planned for the next semester.	There were no changes from the previous assessment.
	SLO #3	Display behavior consistent with the ethical standards of EMS.	The 15 students with acceptable attendance and study habits did well in this area. The students who outright failed or failed to pass the final exam were those who demonstrated poor attendance and a lack of attention and participation in lectures and subsequent discussions.	No changes are planned for the next semester.	There were no changes made from previous assessments.
AHLT 62A	SLO #1	Utilize assessment findings to identify and treat illness/injury.	100% success rate for this particular SLO. 1 enrolled student.	The above data indicates that student needs are currently being met, no changes are planned for the next semester.	There were no changes made to this class.
	SLO #3	Display behavior consistent with the ethical standards of EMS.	100% success rate for this particular SLO. 1 enrolled student.	No changes are planned for the next semester.	There were no changes made from previous assessments.

AHLT 63	SLO #1	The student will demonstrate the role of a citizen responder in regard to the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross cardiopulmonary	100% of students passed the test of demonstration with perfect presentation	Students have no other choice. American Red Cross does not allow any mistakes	All 35 students attend the training (100% retention)
			SLO 1 is based on national standards of the American Red Cross. Average score was 94%. This is an increase of 1% from last session's. All students passed with a B or higher. No question was missed by more than 50% of students	No changes are needed for next session.	Individual Questions <50% were analyzed and changes made to improve those areas. Though the average score was slightly higher than last session, the difference is not significant enough to warrant Same as last semester
	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	Same as last term: The American Red Cross requirement: Skills 100%, written score: 80% or higher	
			SLO 2 is based on national standards of the American Red Cross. Average score was 92%. This is 2% higher than the last semester. All students received a B or higher No question was missed by more than 50% of students	No changes are warranted for next session.	Individual Questions <50% were analyzed and changes made to improve those areas. Since no one question seems to be an issue for the students, changes are not needed at this time
	SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification	All 35 students (100%) passed the final and skill demo	None	Same as last term

			SLO 3 is based on national standards of the American Red Cross. Average score was 94%. This is up 1% from last session's score. All students scored a B or higher. No question was missed by more than 50% of students	No changes are needed for next session.	Individual Questions <50% are analyzed and changes made to improve those areas. There is no area in need of change at this time.
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	23 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. I am continuing to work on this.	Same quizzes.
			45 students took the quiz to identify works of art from the Paleolithic and Egyptian Periods. Only one student failed due to non-participation and two students received a D. The majority (25) students received a B having identified correctly between 20 and 22 works. 13 received A's. The	The class was successful based on their reading assignments and abilities to identify art work. No changes, other than question revisions, are planned.	
			Enrolment: 43 (99.94 %) Passed with 70% or Better [70%-79% (8); 80%-89% (10); 90%-100% (1)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (.06%) Earned substandard grades of 69% or below [0%-59% (1), 60%-69%] Substandard grade rate is attributed to low student participation in learning	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	Not applicable. This is the first time I have taught this class.

SLO #2	Students will identify the predominant focus, philosophy and theology of different western cultures during these time periods through the observation and	23 out of 37 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.
		<p>Enrolment: 43 (99.94 %) Passed with 70% or Better [70%-79% (8); 80%-89% (10); 90%-100% (1)]</p> <p>Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (.06%) Earned substandard grades of 69% or below [0%-59% (1), 60%-69%]</p> <p>Substandard grade rate is attributed to low student participation in learning</p> <p>The overall average for this class of 45 students was 87%. There were seven discussion lessons, each worth 222 points for a total of 154 points. Success was greater for the first five lessons (B) and then dropped to low C for last two bringing the average to B.</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	Not applicable. This is the first time I have taught this class.
			Greater and greater interaction between students and increased questioning on the discussion board requiring students to go into greater depth in their answers and responses. There is a tendency among many students to get by with bare minimum which can only be countered by direct questioning	Changes were made to the discussion questions to focus more on the beliefs and artistic statements of the eras studied and away from current personal beliefs. The result was less useless controversy and greater understanding of what was done in each era.
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	23 out of 37 completing the class received a passing grade.	Effective assignment for meeting goals.	None

			<p>Enrolment: 43 (99.94 %) Passed with 70% or Better [70%-79% (8); 80%-89% (10); 90%-100% (1)]</p> <p>Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades.</p> <p>(.06%) Earned substandard grades of 69% or below [0%-59% (1), 60%-69%]</p> <p>Substandard grade rate is attributed to low student participation in learning</p> <p>Overall average for final essay was B. Because two students failed to submit papers, the average was severely lowered by this. The majority of students did A work on this essay, reporting on the work of specific topics and then assessing how the beliefs of</p>	<p>No substantive changes other than normal revision of materials needed based on high student retention and pass rate.</p> <p>None</p>	<p>Not applicable. This is the first time I have taught this class.</p>
ARTS 18A	SLO #1	<p>Students will develop the ability to form clay, developing the skills of hand building, throwing on the potter's wheel, low and high fire glazing. Students will also learn the vocabulary</p>	<p>18 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 10 students were given Bs for projects that had minor flaws in design. 7 Cs were given for pottery projects completed whose pieces did not function well.</p>	<p>Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned.</p>	<p>The number of demonstrations was increased and advanced students were encouraged to tutor beginners.</p>
	SLO #2	<p>Students will become conscious of and familiar with their own creative process and how their process is a part of human</p>	<p>29 students out of 35 completed this assignment with 23 doing it with full understanding and following instructions. Those who didn't did not expand their repertoire of ceramic possibilities.</p>	<p>A number of students still do not listen to or follow instructions. More personal, one on one sessions are planned to make sure the assignment is fully understood.</p>	<p>Instructions were demonstrated and repeated more often.</p>

	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	32 of the 35 students participated in final clean-up and all 35 students participated in the organization and cooperation of the studio.		
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	6 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 1 student was given B for projects that had minor flaws in design. 1 C was given for pottery projects completed whose pieces did not function well.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.
	SLO #2	Students will become conscious of and familiar with their own creative process and how their process is intimately tied to the four elements of	8 students out of 8 completed this assignment with all doing it with full understanding and following instructions.	No changes planned at this level	Instructions were demonstrated and repeated more often.

	SLO #3	Students will become active, sharing, participants in the ongoing maintenance of a ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group	All 8 of the students participated in final clean-up and all students participated in the organization and cooperation of the studio. They also helped less experienced students with their work.		
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,	12 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 7 students were given Bs for projects that had minor flaws in design.	Data indicates students understood and functioned well. No changes planned.	Projects were changed and three students were given special projects to encourage special welding skills and interests.
	SLO #2	Students will become conscious of and familiar with their own creative process and how their process is a part of human	All 19 students completed this assignment with all doing it with full understanding and following instructions.	No changes planned at this level	Instructions were demonstrated and repeated more often.
	SLO #3	Students will become active, sharing, participants in the ongoing maintenance of a ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group	15 of the students participated in final clean-up and all students participated in the organization and cooperation of the studio.		

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.	Data was collected from 40 students who each took 4 quizzes of 25 questions each, multiple choice and true/false. Questions were related to art and style from periods studied and could be found in textbook reading and/or internet research. Students were allowed access to their texts and to the internet. These quizzes measured not only familiarity and recognition of art and style but also research ability. 25 students did excellent or good work in regards to their research and style recognition. 10	Data and results remain constant from previous classes.	
	SLO #2	Students will identify the predominant focus, philosophy and theology of different western cultures during these time periods through the observation and	students did average work. 18 students wrote discussion posts that showed excellent understanding of the philosophies and theologies discussed and communicated that understanding to their peers. 17 students wrote good, or average answers and showed some understanding of the topics being discussed. 5 students did not	No changes in success or participation were observed from class changes. No new changes planned	I increased the instructor presence on the discussion board, asking more in-depth questions in relation to the material being studied. Discussion questions were also changed to stimulated different perspectives.
	SLO #3	Students will be able to analyze a painting and its effective or ineffective use of style, color, composition and subject matter in its intended purpose. Students will explore the relationship between stylistic effects and historical	25 students did an excellent job of analyzing and describing the effective use of color and composition in regards to antiwar messages painted by Picasso and Goya. Their essays were well written and communication was clear and concise. 10 students did an adequate analysis and 5 students did not do the essay.		
			25 students did an excellent job of analyzing and describing the effective use of color and composition in regards to antiwar messages painted by Picasso and Goya. Their essays were well written and communication was clear and concise. 10 students did an adequate analysis and 5 students did	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.

Each discussion post was worth 10 points, total 80 point for all 8 discussions, which is XX % of students final grade ; the average for each discussion post ranged from 7.39 – 8.90 PTS for the whole class per discussion, the average for the class was 64.71% (59 students) out of 100%; which indicates that about 30% of the grade was lost due to missing students post, incomplete answers, or not following the rubrics. About 15% of Each discussion post was worth 10 points, total 80 points for all 8 discussions, which is 20% of students final grade ; the average for the class discussions was 72.50 PTS (58 students) out of 80 PTS , which is 90.6%. Number and quality of posts SLO #1 was 70% based on overall results of the Final Exam. This was a slight decrease over last semester.

Adjust the discussion rubrics, post graphic organizer and example to improve at least the original discussion posts.

N/A

Individual Questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, a student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and individual students in

I continue encourage students to reach out for rubrics, avoid plagiarism, practice paraphrasing, use proper citation format, ask questions or schedule the time for clarification of scientific content.

Continue encouraging students to use discussion rubrics or reach out for exemplary posts' examples, to decrease plagiarism, increase better paraphrasing, and use proper citation formats.

Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. In addition, several problematic questions were changed or deleted from the exam and new updated questions were added. An excellent student tutor was recommended to Tutorial Services in order to assist students, but, unfortunately, was never implemented by 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 70% based on overall results of the Final Exam. This was a slight decrease over last semester.

Summative Assessment composed of 18 quizzes (180 PTS), with the average score for the class 170 PTS (94%), including 8 out of 58 students, who did not attempt all the quizzes; The average score for Midterm was 24/25 (96%) including 11 out of 58, who did not attempt the midterm. The average score for final was 80.28 (68%), including 5 out of 59 who did not take the final exam.

Summative Assessment comprised of 18 quizzes (180 PTS), with the average score for the class 162.84 PTS (68 %), including 6 out of 59 students who did not attempt all the quizzes; The average score for the class 21/22 (68%) including 6 out of 59 who did not attempt the midterm, and 80.28 (68%)

Individual Questions where < 50% of students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. Once again, a student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and individual students in

N/A

NA

Individual Questions where < 50% of students scored correct were analyzed and changes were made to improve those areas of instruction. In addition, several problematic questions were changed or deleted from the exam and new updated questions were added. An excellent student tutor was recommended to Tutorial Services in order to assist students, but, unfortunately, was never implemented by Tutorial Services.

I allowed students to have constellation chart , and open notes. However, there was a discrepancies with number of pages of notes allowed (syllabus, versus proctor instructions). I working towards closed book and closed notes exam, as of now I will make clear on the number of pages of notes allowed at the final. I will also remove few questions for the summer session (77) not as previously 100. The questions removed include scientific content of the last week of class, as students. I will also remove the questions asking for names of constellations. Since the final exam scores are low each

Provided study guide has not have a significant impact on the average students' grades on the final, it could however have decreased students time taking the final.

SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to	SLO #3 was 85% based on one Sky Journal Project. This was a slight increase from last semester. The average score for the class for the final paper was 62.92%, which includes score 0 for 17 students that have not submitted the paper. Few (at least 3) students' papers missed proper citation or correct scientific content. The average score for the class for the final paper was 85%, which includes 0's for 23 students, who have not submitted the paper. Few students' papers missed proper citation or list of references.	Students will be required to present a weekly oral update on their progress with this project to the instructor and the rest of the class. A Grading Rubric will also be created and implemented for the Research Project. New rubrics to paper format. I will provide students with a graphic organizer, which they will fill out prior writing a paper. The completed organizer will be due on the time of the midterm. I will send reminders of the paper due date, otherwise I will continue on the previous approach.	One-on-one time between the instructor and each student was provided at the Astronomical Observatory to guide/help the student on the Sky Journal Research Project and/or answer any questions. This procedure appears to have increased student learning. Earlier date for paper submittal, problematic papers received feedbacks and corrections, which needed to be completed by the end of the semester. Students submitted a draft paper, according to a specific format (rubrics), and final paper according to the MLA format, which allowed students to prepare proper outlines with reliable resources, citations and referenced them. I also changed the deadlines for the draft and final paper, moving them closer to the middle of the semester. I implemented peer reviews of papers. Additionally, most problematic papers received feedbacks. I use turnitin website for students paper submittals, and the informations about paper I post on Instructor posting area on Moodle, still some students have not noticed the posts, and some forgot about the paper.
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ASTR 1L	SLO #1	Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and	SLO #1 was 75% based on 15 Lab Reports. This was slightly lower than last semester.	Labs where the student average score is less than 70% will continue to be reviewed, and changes may be implemented. Next semester, the students will be given a survey to rate the quality and effectiveness of each Laboratory experience, and changes or deletions may be made based upon the results of	Labs where the student average score was less than 70% were reviewed, and changes were implemented. One problematic Lab was deleted and a new lab was substituted in its place.
	SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams	SLO #2 was 85% based on a Sky Journal Project. This was exactly the same average score as last semester.	Students will be required to present a weekly oral update on their progress with this project to the instructor and the rest of the class. A Grading Rubric will be created and implemented for the Research Project	One-on-one time between the instructor and each student was provided at the Astronomical Observatory to guide/help the student on the Sky Journal Research Project and/or answer any questions. This procedure appears to have
	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 80% based on a single Oral Presentation. This was a marked decrease from last semester.	Changes are indicated to increase student learning. Students will be required to submit a more comprehensive outline on their presentation in advance and provide references (and citations) as well. One-on-one time between the instructor and each student will be provided to guide/help the student on the Oral Presentation Research Project and/or answer any questions. A Grading Rubric will be created and	Students were given a checklist containing all of the important items to address in their outlines and in their oral presentations. Feedback was given on their presentation outlines at the mid-semester point.
ATHL 1	SLO #1 (Wright)	Students will learn and demonstrate underlying fundamentals and rules related to collegiate	SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students knew the rules at a 90% rate.	Greater emphasis on discussion of the rules than drilling and application.	
	SLO #2 (Wright)	Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and regular seasons	SLO #2 is based on class/practice and game activities. Students must demonstrate the ability to execute basic, intermediate and advanced basketball drills. As well as the ability to work with others to accomplish a common goal.		

	SLO #3 (Wright)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for junior college	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 10	SLO #1	Cognitive: Appropriate with off-season training, 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	14/15 = 94% of the students were successful in completing the final with a "B" or higher 1/16 = 6% completed the final with a "C".	The changes will be to make sure ALL athletes understand the rules and categories presented in the final exam.	Wording was made correct to follow athletic courses SLO's and the addition of a final exam.
	SLO #2	Affective: Appropriate with off-season training, students will display integrity, honor, teamwork, fair play, and sportsmanship during practice and	Demonstration and instructor feedback, in a practical setting and or in group or individual participation and competition.	None	Wording was made correct to follow athletic courses SLO's.

	SLO #3	Psychomotor: Appropriate with off-season training, 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	Demonstration and instructor feedback, in a practical setting and in group or individual participation and competition.	None	Wording was made correct to follow athletic courses SLO's.
ATHL 2	SLO #1 (Woods/Johnson)	Student will learn and demonstrate underlying fundamentals and rules related to basketball.	Student-athlete must demonstrate the basic fundamentals and rules of basketball.	Continuous process of student-athletes getting a more better understanding of fundamentals/rules of basketball, by watching our game film and continue playing in contests that are being officiated by collegiate officials	Students-athlete are having a better understanding of important aspects of the rules and fundamentals of having a full season of playing collegiate basketball
	SLO #2 (Woods/Johnson)	Students will learn the value of hard work, integrity, honor, teamwork, dedication, sacrifice and sportsmanship to be exhibited during practice and	Continuous process for the student-athlete work on team cohesiveness, conditioning, integrity and compliance with school code of ethics.	Integrity, compliance, tutoring and counseling for the student-athletes with issues in any of these areas. Continue to increase our workout plan during the off season for returning players, for better pedagogy starting in the fall of 2025	Continuous process during the season and raise the sit-ups and push-ups by 5. Student-athletes completed the process of sit-ups from 30-35 and push-ups from 25-30 at a 100% rate.
	SLO #3 (Woods/Johnson)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate	Evaluated by scouting opponents, watching practice/game film, playing in games and analyzing statistics.	The student-athlete will have motor skills to matriculate to the four-year university.	Continuous process for student-athletes to have the motor skills in the classroom and on the basketball court. Three of our sophomores will matriculate to the four-year university at the end of the spring semester
ATHL 20	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport	SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students were able to satisfactorily demonstrate the basic fundamentals and knew the rules at a 100% rate.		

	SLO #2	Students will learn the value and impact of a good strength and conditioning program and how that translates into success on the court.	SLO #2 is based on class participation as well as proper rest and nutrition away from class. Game-like activities are used to allow students to demonstrate their strength, stamina and ability to execute basketball drills under stress and fatigue.		
	SLO #3	Psychomotor: Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for	SLO#3 was based on acquiring the dexterity, agility and coordination necessary to play intercollegiate basketball. 100% of the students participated and were able to perform the required task at a basic level and only 60% could perform the tasks at an advanced level. However, this is a very acceptable rate for a beginning group.		
ATHL 22	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport	SLO 1 is based on a demonstration of the basic rules and the point of emphasis of basketball. Average scores were 95%. Students retained the rules at a 98% rate.	Nothing indicated.	Students have a better understanding of the following: charge/block rule arc which takes place under the rim, no back court violation and the five second count with the ball.
	SLO #2	Affective: Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and non	SLO 2 is based on practice/season ending statistics for the team and individuals.	Nothing indicated.	Student-athlete showed improvement: in the following areas: free throw/shooting percentage and rebounding. The proper technique and work ethic was emphasized during instruction.
	SLO #3	Psychomotor: Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for	SLO 3 is based on watching practice/game film, learning drills/plays and critique of the team.	Nothing indicated.	Individuals were analyzed/improved during the learning of drills/plays and the result of this was major improvement in the motor skills to compete at the intercollegiate level.

ATHL 3	SLO #2 -	Affective: Students will display integrity, honor, teamwork, fair play, and sportsmanship during practice and intercollegiate play	23 of 23 students met the goals of this SLO	No changes needed.
	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: proper throwing and fielding; hitting and bunting; and	23 of 23 students met the goals of this SLO	No changes needed.
	SLO 1	Cognitive: Students will demonstrate superior competency within the sport; as well as learn the rules of the game as disseminated by the CCCAA. The understanding of the underlying knowledge, concepts, and theories associated with the sport which may include: offensive, defensive	23 of 23 students met the goals of this SLO	No changes needed

ATHL 31	SLO #1 (1)	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to weight train properly to improve athletic performance	SLO #1 was based on a demonstration of the basic fundamentals skills required to weight train properly and effectively. 90% of the students showed a marked improvement in both strength and performance as demonstrated by the pre and post strength, speed and performance	Greater emphasis on discussion of the rules than drilling and application	
	SLO #1 (1.1)	Demonstrate knowledge and ability with the expectation to exceed normal cardiovascular fitness, muscular strength, endurance	Workout program was thorough. Program included cardiovascular, strength training, endurance and flexibility with weekly increases in expectations. Students started and finished each session with stretching with noted flexibility improvement throughout the course	Continue course with same or similar program with continued emphasis that flexibility is crucial to the overall program.	No significant changes made from previous course. An emphasis was placed on flexibility and additional time has been allotted for this segment of the program.
	SLO #1 (Spring 15)	Student will learn and demonstrate the proper and fundamental techniques of weightlifting	8/9 or 88% of students demonstrated the proper techniques of weight lifting. 1/9 or 12% was unable to perform weightlifting due to an injury that happened outside of scheduled class time	Continue to evaluate myself to ensure that what I am teaching are reaching the goal of the class and to ensure my students are learning in the process.	Students have a better understanding of how not to sacrifice technique by adding an uncomfortable amount of weight to the bar.

SLO #1
(Walker)

1. Cognitive:
Students will learn proper technique with in training exercises and nutritional knowledge to maximize fitness gains as it relates to competitive intercollegiate athletics. Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative

2. Affective:
Students will learn to value superior fitness training (in season and out of season) for specific sport. Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative

22 out of 22 students maintained a minimum of their 70% strength of their one rep max.

I plan on continuing a similar method of training in season, however I am looking at added some more fast twitch muscle exercises and movements to help speed up players reactions.

This semester I focused more on maintaining strength, flexibility, and cardio endurance. This was in order to help the student athletes perform at high levels of competition, as well as avoiding injury and being physically strong enough for a college baseball season. I incorporated this by creating and implementing workouts that consisted of high repetitions with a moderate weight suitable to each student. I also spent a lot of time focused on dynamic stretching and core exercises to help sustain stability and flexibility with strength.

	SLO #2 (1)	Students will learn how to correctly execute required strength, agility and conditioning exercises, as well as learning to use the equipment/facilities	SLO #2 was taught to mastery. All students were required to demonstrate their ability to perform the strength, agility and conditioning exercises properly before being allowed to continue with the class.	No changes at this time.	
	SLO #2 (2.2)	Identify and improve weaknesses related to sport specific movements.	Workout program was thorough. A portion of the workout program has an emphasis placed with strength and flexibility of the leg area muscles.	Continue course with same or similar program with emphasis that muscle structure strength and flexibility of the legs must be focused on.	No significant changes made from previous course. An emphasis was placed on ensuring leg muscles were developed for the rigors of an entire basketball season.
	SLO #2 (Spring 15)	Students will also learn the appropriate rules of using the weight room	9/9 or 100% of students made sure weights were put away and equipment were wiped down after using. 100% of students also showed up appropriately dressed to workout.	Continue to evaluate myself to ensure that what I am teaching are reaching the goal of the class and to ensure my students are learning in the process.	Inform students of the importance of following the rules of the weight room to ensure the safety of themselves as well as classmates.
	SLO #3 (1)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	Students were given a choice of eating junk food for 10 days, eating healthy for 10 days and / or eating vegetarian for 10 days. They kept a daily journal accessing how they felt during their workouts and how they felt in general during this time period. As expected, the better they ate, the more energy	No changes at this time.	
	SLO #3 (3.3)	Demonstrate applications of muscular strength, endurance, flexibility and cardiovascular fitness to injury	Workout program was thorough. An emphasis was placed on strengthening and flexibility of muscles surrounding the knee region in order to reduce injury for the following season. Students focused on this area	Continue course with same or similar program with emphasis that muscle structure around the knee region be a focus in order to reduce likeliness of a future injury.	No significant changes made from previous course. An emphasis was placed on ensuring that the strengthening of the muscle structure around the knee is a focus of the student therefore working to reduce future injuries
	SLO #3 (Spring 15)	Students will build their cardiovascular endurance to run for 20 minutes without stopping.	8/9 or 88% of students completed the task. 1/9 or 12% of the students did not complete the objective, instead of 20 minutes the students reached 15 minutes of running missing the goal by	Continue to evaluate myself to ensure that what I am teaching are reaching the goal of the class and to ensure my students are learning in the process.	Students will continue to work on their cardiovascular endurance.
AUTO 51A	SLO #1.1	Identify tools and their functions	Quiz #1: 94% A. 6% B: Zero Mishaps/Accidents during	No changes planned.	Spent more time on Safety Related Topics/Issues during Lab/Exercises.

	SLO #2.1	Identify Components and their Functions	Quiz #2 through 12.....6 @ 100%, 1 @ 95%, 1 @ 94%, 1 @ 93%, 1@ 90%, 1 @86%, 1@83%. Final Exam.....3@100%, 1@98%, 2@96%, 1@95%, 3@93%, 1@92%, 1@90%.	No changes planned.	Increased quizzes from 8 to 12.
	SLO #3.1	Learn Maintenance and Service Procedures	"Safe Operation and Technical Skills." "Safe Operation": All Students at 100%. "Technical Skills": 4 students @ 100%, 3 Students @ 90%, 3 Students @ 85%, 2 Students @ 80%.	No changes planned.	Spent more time on "Service and Maintenance Careers" in Automotive Technology and "Workplace Quality Skills."
AUTO 52	SLO #1A	Safely and responsibly use equipment to perform automotive repairs while minimizing impact	Written Quiz - 23/24 or 96% of the students successfully completed this assignment with "C" or higher, 1/24 of 4% of the students failed. 24 students tested average score 88.9%	This section currently under review to be moved to an online platform to better meet industry standards.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
	SLO #2 (A)	Explain circuit types, schematics, capacitance, magnetism, become familiar with ASE testing	Written Quiz - 20\23 or 87% of the students were successful with this assignment with a "C" or higher, 3/23 or 13% of the students failed. 23 Students tested Average score 83.1%	Current assessment method meets industry standards and is effective in evaluating student competency.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
	SLO #3 (A)	Diagnose battery problems, starting, charging, accessory circuits and become familiar with ASE testing	Written Quiz - 12\21 or 57% of the students were successful with this assignment with a "C" or higher, 9/21 or 43% of the students failed. 21 Students tested Average score 72.3%. 1 student stopped attending after census and failed to take the exam.	Current assessment method meets industry standards and is effective in evaluating student competency. Students in general this semester did not put much priority on homework and it reflected in test scores. Next semester we will hold students more accountable to complete homework by increasing the percentage homework has on their class grade, assigning more	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
AUTO 54	SLO #1	Safely and responsibly use equipment to perform automotive repairs while minimizing impact	Written Quiz – 12/12 or 100% of the students successfully completed this assignment with a "C" or higher. 12 Students tested Average score 93%	This section currently under review to be moved to an online platform to better meet industry standards.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.

	SLO #2	Explain brake system components, repair procedures and become familiar with ASE testing	Written Quiz - 6/8 or 75% of the students were successful with this assignment with a "C" or higher. 2/8 or 25% of the students failed. 8 Students tested Average score 86.7%. 2 students stopped attending after census and failed to take the exam	Current assessment method meets industry standards and is effective in evaluating student competency.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
	SLO #3	Diagnose brake related problems, ABS operations and become familiar with ASE testing	Written Quiz – 6/8 or 75% of the students were successful with this assignment with a "C" or higher, 2/8 or 25% of the students failed. 8 Students tested Average score 78.9%. 2 students stopped attending after census and failed to take the exam	Current assessment method meets industry standards and is effective in evaluating student competency.	No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar.
AUTO 56	SLO #1	Learn to use shop equipment safely and handle hazardous materials following OSHA and EPA guidelines	Written Quiz: 24/24 or 100% of students successful scoring "C" or higher. 24 tested with an average score of 87%.	The system in place is fine with me or the proposed move to online testing for shop safety. We can make it work.	None, this is the first time Auto 56 has been taught in our program in a long time.
	SLO #2	Gain understanding of how engine performance relates to emission control and procedures used to repair these types of systems	16/20 students were successful with a "C" or better. 2 students dropped, 2 students stopped coming to classes before midterm after census.		
	SLO #3	Testing and diagnosing system components related to Drivability and Emission. Studying techniques to repair like systems to correct emissions	16/20 were successful in scoring a "C" or better. 20 students evaluated, average score =73%. 2 students dropped, 2 students stopped attending before midterms.	Spend more time on: Viewing, discussing, and analyzing Failed Smog reports giving them a better understanding of the relationship between, the emission devices, the engine control module, and emissions gases being monitored.	No previous assessment made
AUTO 64	SLO #1	Identify tools, special tools, and engine components and functions.	Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate with a 70% or higher. Final: 85% success rate with a 70% or higher 15% scored 60- 69%	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.

	SLO #2	Identify Fuel Injection Components and Learn troubleshooting, Diagnosis and Complete several tasks in regards to different fuel systems w/ instructor's approval and evaluation. Become familiar with A-8 and T-2 testing	Quiz 4: 100% success rate with a 70% or higher. Quiz 5: 100% Success rate with a 70% or higher. Final: 85% success rate with a 70% or higher, 15% scored 60- 69%.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
	SLO #3	Identify electrical troubleshooting procedures and diagnosis steps.	ASE Quizzes: 100% success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Lab Final: 100% success rate with a 70% or higher. Oral Presentation: 85% success rate with a 70% or higher, 15% missed the presentation.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
AUTO 65	SLO #1	Identify tools and their functions.	Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate with a 70% or higher. Final: 93% success rate with a 70% or higher. 7% scored 60- 69%.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
	SLO #2	Identify electrical troubleshooting procedures and diagnosis steps.	Quiz 4: 100% success rate with a 70% or higher. Quiz 5: 100% Success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Final: 93% success rate with a 70% or higher. 7% scored 60- 69%.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
	SLO #3	Recognize electricity's natural processes and science. Become familiar with AT-6 and T-7 testing recommendations	ASE Quizzes: 100% success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Lab Final: 100% success rate with a 70% or higher. Oral Presentation: 93% success rate with a 70% or higher. 7% missed the	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.
AUTO 70	SLO #1	Identify tools, special tools, brake, steering and suspension components and functions.	All students were successful in this assessment with a letter grade of "B" or better.	I plan on adjusting the values of written examinations/quizzes in lieu of further "hands on" evaluations to better assess the student's understanding of the course content.	Although quizzes and exams were utilized for this class, I chose to assess this portion through "hands on" and oral presentations to get a better assessment of the student's working knowledge versus their reading, comprehension and written abilities

	SLO #2	Troubleshoot, diagnose and repair basic steering, suspension and brake faults.	The data showed a class grade average of 78%. The overall class grade was affected greatly by a non-participating student that eventually stopped attending class altogether. Of the students that did take all the assessment exams and finished the class, that grade was increased to an 85.2% with only one student receiving	I do not plan any changes based on the above data.	There were no changes.
	SLO #3	Prepare for successful completion of ASE testing for course subject material.	All students successfully completed the ASE portion quizzes with a letter grade of "C" or better. The overall grade of the ASE specific questions was approximately 10% lower than the overall class average.	The above data indicates that more ASE preparation is needed. The ASE exams are very wordy that not only challenge the mechanical knowledge of the student, but the reading and comprehension abilities as well. More ASE preparation will be	There were no changes made.
BADM 1	SLO #1	Understand the elements of contractual obligations and how to recognize these requirements.	85% completed their mid-term and final. I made both of their exams open book and open note and it seemed as though this helped them retain some of the information. I do know that because this course is 9 weeks and has so much information to cover it is very difficult for students to grasp everything, but these students did a great job. They showed that they understood the content of the course and they seemed eager to take what they did learn with them in their workplace/classroom. The remaining	The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.
	SLO #2	Recognize key regulatory agencies responsible for enforcing contracts and property rights.	Spring 2015: 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	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.	Spring 2015-89% 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 11 % neglected to submit the	I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.
BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	Of the 32 students that completed the class, 22 did so with a passing grade of D or better. Of those who completed the course, it was evident that only a small group of the students were utilizing their text and online resources. What this report needs to point out is that there were initially 52 students enrolled in the class. Of the 52 students enrolled, 11 students were dropped from the class due to non-participation / excessive absences and 9 were student drops. This shows that 38.46% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those		

SLO #2	Design pricing schedules and advertisement campaigns utilized in sales promotions.	Of the 32 students that completed the class, 22 did so with a passing grade of D or better. Of those who completed the course, it was evident that only a small group of the students were utilizing their text and online resources. What this report needs to point out is that there were initially 52 students enrolled in the class. Of the 52 students enrolled, 11 students were dropped from the class due to non-participation / excessive absences and 9 were student drops. This shows that 38.46% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences.	Of the 32 students that completed the class, 22 did so with a passing grade of D or better. Of those who completed the course, it was evident that only a small group of the students were utilizing their text and online resources. What this report needs to point out is that there were initially 52 students enrolled in the class. Of the 52 students enrolled, 11 students were dropped from the class due to non-participation / excessive absences and 9 were student drops. This shows that 38.46% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences.
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BADM 2	SLO #1 (Ulibarri)	Understanding of wills and estate planning, differentiate between various types of property and know remedies associated with violations of property rights.	Spring 2015: 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	The above data indicates that although nine weeks is very quick to learn Business Law 2 with the amount of information to review, if the students set their minds to it, they will definitely succeed.	I kept the course the same as in my previous semester that I taught this course and this semester seemed to go very smooth. The students had great reviews of what they learned in the course and seemed to really like the way the course was set-up.
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	SLO #2 (Ulibarri)	Understand the law governing employment contracts both at the state and federal level. Understand the methodology employed as a means of both protecting the environment and assuring optimum level of commercial	Spring 2015: 100% of the class turned in both their Mid-Term as well as their Final Exam. They were both open note/open book, but the students still exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge of both "tort law" as well as the knowledge of contracts.	The above data indicates that although nine weeks is very quick to learn Business Law 2 with the amount of information to review, if the students set their minds to it, they will definitely succeed.	The Mid-Term and Final exam are the same as when I previously taught this course. The students seem to be understanding the material and they are able to take what they are learning in this course with them in the future.
	SLO #3 (Ulibarri)	Determine what situations that we deal with in the everyday world need to be dealt with legally or if they are out of the legal system and need to be handled in a different manner. Understand the regulations involving the establishment of partnerships, liability partnerships, S Corps in conjunction with the	Spring 2015-95% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5% neglected to submit the discussion questions in weekly which really hurt their grade.	I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.
BADM 51	SLO #1	The student will be able to perform basic arithmetic calculations as applied to business situations.	20117 35 students average score 89% negligible change from last term. 5 students failed to take advantage of the opportunity to improve scores. 20118 36 students average score 86%. 12 students failed to take advantage of the opportunity to improve scores.	No change proposed No change proposed	Weekly update with recommendations, in lieu of email sent to each student. No changes made.

			CRN 20118: 36 students average score 86%. 12 students failed to take advantage of the opportunity to	No change proposed	
			Section 20117: 35 students average score 89% negligible from last term. 5 students failed to take advantage of the opportunity to improve scores.	No change proposed	Weekly update with recommendations in lieu of email sent to each student
	SLO #2	The student will be able to compute discounts, markups and markdowns.	20117 80% 17 of 33 students failed to take advantage of the opportunity to improve scores.	No change proposed	Weekly update with recommendations, in lieu of email messaged to each student.
			20118 - 71% 13 of 31 students failed to take advantage of the opportunity to improve scores.	No change proposed	No changes made.
			20118 71% 13 of 31 students failed to take advantage of the opportunity to improve scores.	No change proposed.	No changes made.
			80% 17 of 33 students failed to take advantage of the opportunity to improve scores.	No change proposed	Weekly update with recommendations, in lieu of email messaged to each student.
	SLO #3	The student will be able to compute payroll and deductions.	20117 - 81% successful 9 students of 33 failed to take the opportunity to improve scores.	No change proposed.	Weekly update with recommendations, in lieu of email messaged to each student.
			20117 -- 81% successful 9 students of 33 failed to take the opportunity to improve scores.	No change proposed.	Weekly update with recommendations, in lieu of email messaged to each student.
			20118 --76% successful 12 students of 30 failed to take the opportunity to improve scores.	No change proposed	No change.
			20118 --76% successful 12 students of 30 failed to take the opportunity to improve scores.	No change proposed.	No change.
BADM 6	SLO #1 (Spring 15)	Understanding how to compose office memorandums	Students designed memo's detailing project analysis and financial projections for business projects. 5/6th of students completed tasks by quarters end based on parameters	Will continue testing SLO and incorporate different aspects of business writing.	Initial assessment given course had not been taught by instructor
	SLO #2 (Spring 15)	Analysis of passive vs. active voice in report writing	One-third of students recognized difference in writing style at onset; 71.3% could identify by semester's end.	Instructor will incorporate several different writing tasks comparing passive/active voice in report and memo writing.	Initial assessment made.

	SLO #3 (Spring 15)	Composition of formal business report.	Assignments involved both Excel and Microsoft word templates integral to formal business reports. Half of student sample comfortable with Excel format; by semester completion same 27/41 students completed the class.	Instructor will design supplemental tasks assignments including report formats incorporating additional Excel spreadsheet templates.	Initial assessment.
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>Student drops – 10 Instructor drops – 4 Students completing the class – 27</p> <p>Instructor drops were for non-participation in class work and non-submission of assignments (stopped attending the class). Of the 27 completing the class, 17 students (62%) completed the class successfully with a grade of C or better. Four students completed the class with a grade of D and six students completed the class with a grade of F. These students failed to complete assignments and/or failed to take the final exam. Of the 14 students that were self-dropped or instructor-dropped stopped attending the class after the first census.</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 posting thought-provoking questions.</p> <p>Average class grade on Discussion Forum Assignments - Discussion forum (9 discussions worth 10 points each) – 7.8/10 points</p>	<p>A retention rate of only 66% seems low. This low retention rate is not often observed in previous Biology 1 classes that I have taught. Perhaps a part of the problem is simply students becoming overwhelmed with other class work or home responsibilities. However, I continue to be involved with all students in the discussion forum, as this is my primary contact point. Showing an interest in their posts, commenting on their viewpoints, and asking appropriate questions are the ways I use to keep their interest high in the class material.</p> <p>The interactive discussion forum continues to be a sufficient means of assessing each student's understanding and grasp of the subject material. This was evident in the increase of their level of understanding and comprehension in environmental biological problems as the class progressed through nine weeks. Grade distribution appears to be normal for the class. Ten 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.</p>	<p>To encourage student interest for retention in the class, increased attention was given to each student's responses on the discussion forum throughout the nine weeks of the class. Those students that were dropped by the instructor were dropped to non-attendance between the first and second censuses. Although encouragement was given in the instructor's responses and questions directed at the student's write-ups were asked by the instructor, most students were seldom responsive. This appears to be a problem more systemic with online classes where instructors have little to no face-to-face contact with the students. Student participation is always encouraged but extenuating circumstances in student lives is recognized.</p>

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>27/41 students completed the class. See my comments on student retention and comments on students that successfully completed Biology 1 under SLO #1.</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) – 7.5/10 questions answered right Midterm Exam – 75.00/100 points Final Exam – 75.10/100 points</p>	<p>Examinations continue to be an acceptable means of evaluating student's grasp of the subject material. Distribution of grades demonstrates an expected range among a diverse population of students. Students at or below the grade of C would likely improve their scores through remedial studies for improving study habits and critical thinking skills. Others simply need to improve their commitment to their education and make it a priority during the academic school year. It is expected that such changes in student performance should occur prior to enrolling in the biological sciences. My perceptions on student improvement are shared with the class via weekly</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 classes taught.</p>
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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.	27/41 students completed the class. See my comments on student retention and comments on students that successfully completed Biology 1 under SLO #1. 18 students successfully completed and submitted the required term paper. 9 students did not submit a term paper, as required in the syllabus.	33% of the class did not complete the term paper assignment. This is a typical percentage compared with other classes of Biology 1. No reasons for not completing the assignment were given by the students, nor is there any sense of student abilities revealed in this statistic. Some of the best students in the class that excelled in the discussion forums, the weekly quizzes, and both midterm 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.	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.	
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	12 out of 12 students passed with a "C" or better. 13 students out of a total of 17 completed the assignment with a "C" or higher. (2 of the 17 did not attempt the assignment) 86.7% pass rate for the students who completed the	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 Students seemed to enjoy discussing and analyzing current science articles. I am planning to continue this next year. Next time, I would like students to repeat the assignment a few times throughout the semester to give them more practice with analyzing scientific articles.	By the third or fourth science article most students had a good understanding of the process of science and what we consider scientific knowledge. Changed assessment from exam to assignment. Pass rate increased and students seemed to enjoy the assignment.

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	11 out of 12 students received a "C" or better.	I believe the unit tests were a good idea. It broke up the information into manageable sections and gave the students time to adjust to the testing style.	By the fourth and final unit test most students had refined their test taking skills.
		Of the 14 students that completed the final, 8 passed with a "C" or higher (57% pass rate) 3 students did not attend the final exam.	Since attendance is sometimes an issue for the Fort Irwin students on rotation, I thought fewer exams would be more practical. As it turned out, the students tended to do worse with fewer exams. The online weekly quizzes through masteringbiology.com seemed to work well for the Fort Irwin students but it cost the students	I used the final exam instead of quizzes because I did not give quizzes this time.
SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these	12 out of 12 students passed with a "B" or better.	Students did a great job on the presentations. I would like to allow more time next year to develop the students researching skills using the library resources.	Presentation instructions were the same as last year but I let the students choose their own topic.
		Of the 13 students that completed the assignment, all 13 passed with a "C" or higher. 4 students did not attempt the presentation.	This was a great exercise for the students. Next time, I would like the students to pick their own topic, research it and present it to the class.	I would like to continue using the presentation as assessment for SLO 3 but perhaps change the topic.

BIOL 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human	30/46 or 65% of students completed the assignment. 31 or 97% of students who submitted their assignment received an A. 1 or 3% of students who completed the assignment received a B.	I will provide an example to provide the students with more specific direction on how to complete the assignment.	First time teaching the course
			40123-40126 - Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified 3 concepts, principles or theories, relevant to human sexuality. Student success was 75%. The five students that earned a D missed multiple study guide assignments and class meetings. The remaining three students that earned an F, missed an	Student success was 75%. No immediate changes are planned.	A new version of the textbook was adopted, 12th edition
			40125/40124 - Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified 3 concepts, principles or theories, relevant to human sexuality. Student success was 81%. The three students that earned a D missed multiple study guide assignments and class meetings and one S did not turn in an essay. The remaining three students that earned an F, all failed to write an essay, missed multiple study	Student success was 81%. No immediate changes are planned.	A new version of the textbook was adopted, 12th edition.

<p>40129/40130 - Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Thirty-two or 68% of the students achieved success. Most students wrote well-constructed paragraphs. Fifteen students were not successful. The two Ss that earned a D both missed one assignment and their discussion scores (often not including any APA style) and quizzes were low. The thirteen S that earned an F missed multiple assignments (more than 2) Final 47.25; midterm 68.46; Discussion Boards 102.7</p>	<p>Student success was 68%. All the students that completed all assignments were 100% successful. I do plan to drop students before the second census date if they have multiple assignments missing.</p>	<p>No changes were made from the previous term.</p>
<p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Thirty-two or 68% of the students achieved success. Most students wrote well-constructed paragraphs. Fifteen students were not successful. The two Ss that earned a D both missed one assignment and their discussion scores (often not including any APA style) and quizzes were low. The thirteen S that earned an F missed multiple assignments (more than 2)</p>	<p>Include more supplemental materials (readings of relevant current materials and digital versions of flashcards i.e. the Ceerrego Program. Student success was 68%. All the students that completed all assignments were 100% successful. I do plan to drop students before the second census date if they have multiple assignments missing.</p>	<p>Included summary of discussion board topics in midterm and final, noting that 10 students Never participated or dropped after the date of the second financial aid check. No changes were made from the previous term.</p>

	Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified 3 concepts, principles or theories, relevant to human sexuality.	Student success was 81%. No immediate changes are planned.	A new version of the textbook was adopted, 12th edition.
	Student success was 81%. The three students that earned a D missed multiple study guide assignments and class meetings and one S did not turn in an essay. The remaining three students that earned an F, all failed to		
	Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified 3 concepts, principles or theories, relevant to human sexuality. Student success was 75%. The five students that earned a D missed multiple study guide assignments and class meetings. The remaining three students that earned an F, missed an	Student success was 75%. No immediate changes are planned.	A new version of the textbook was adopted, 12th edition.
	The rubric was both qualitative and quantitative measurement. All students completed the capstone project. Over 60% of the class mastered the assignment.	No changes were implemented. This assignment will be used again in the future.	
SLO #1 (1)	Students will be able to describe 10 sexually transmitted diseases and specific safeguards to use to avoid contracting communicable diseases	Results of total notebook averages grades A: 13 B: 4 C: 2	In the future I will expect similar outcomes from student. Open note quizzes were used and notebooks were checked 3 separate times. Students learned the importance of keeping good notes

SLO #1 (Addison)	Have knowledge of what is covered in the chapters via examination.	The test was open book, open notes but timed for 90 minutes. The majority of people did well. The ones that didn't, didn't read the chapters for homework assignments and therefore ran out of time.	I will do the same thing this next semester. It seems to work to email students ahead of time so they know what to expect in the class so they have a chance to drop the class rather than fail. I was looking for improvement of critical thought in posts. I might add an essay in the next class, as some people don't do	I started emailing students 2 weeks before class to let them know this is a fast paced class and what is expected of them. So that there are no surprises afterwards. Most of the students caught on to the fact that this would be a harder, fast paced class and no late work would be excepted.
SLO #1.1	By the end of the course the successful student will be able to demonstrate orally, and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific	A = 70%, B = 25%, C = 0%, D = 0%, F = 5% This is an overachieving group. They are high school seniors on campus as part of the transitional college. The activity is fairly straight forward and shows if they have been following along with the lecture and can effectively express their opinions with support from the text. The Fs were due to students not turning in the assignment.	I plan to continue to coax them to express themselves fully and without reservation; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to class and consult them for assistance with this assignment.	I have not seen this group before or used this assessment for the SLO process
SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human	39/46 or 85% of students completed the assignment. 21 (54%) of those that completed the assignment received an A. 6 or 15% of the students who completed the assignment received a C. and 12 or 31% of the students who completed the assignment received a 40123/40126 - Student success was achieved by 27 students (75%). The other students did not complete all the assignments. Eight students were not successful. Five of the Ss earned a D and all had very low test scores in 30-50% range across most exams. The three Ss that earned an F missed	The instructor will increase participation in discussion boards to encourage critical thinking skills. Student success was 75%. No planned changes at this time.	First time teaching the course. A new version of the textbook was adopted, 12th edition.

<p>40125/40124 - Student success was achieved by 26 students (81%). The other students did not complete all the assignments. Six students were not successful. Three of the Ss earned a D and all had very low test scores in 30-50% range across most exams. The three Ss that earned an F missed multiple assignments, and class meetings. One missed an exam and</p>	<p>Student success was 81%. No planned changes at this time.</p>	<p>A new version of the textbook was adopted, 12th edition.</p>
<p>40129/40130 - Thirty-two or 68% of the students achieved success.. Fifteen students were not successful. The two Ss that earned a D both missed one assignment and their discussion scores (often not including any APA style) and quizzes were low. The thirteen S that earned an F missed multiple assignments (more than 2) and all except two failed to take the final.</p>	<p>Student success was 68%. I do plan to drop students before the second census date if they have multiple assignments missing.</p>	<p>The main change that had an effect on this SLO was a change in points total on the final exam from 100 to 350 points. This change was made to remove the possibility that a student earn enough points to pass the course without taking the final exam. In terms past, a few students passed the course without taking the final exam which raises the possibility that a student would never need to show a photo ID to confirm their identity. The points adjustment removes the possibility that a student passes the course without taking the final exam. An interesting observation is that more students failed to take the final</p>
<p>Student success was achieved by 27 students (75%). The other students did not complete all the assignments. Eight students were not successful. Five of the Ss earned a D and all had very low test scores in 30-50% range across most exams. The three Ss that earned an F missed multiple</p>	<p>Student success was 75%. No planned changes at this time.</p>	<p>A new version of the textbook was adopted, 12th edition.</p>

		Thirty-two or 68% of the students achieved success.. Fifteen students were not successful. The two Ss that earned a D both missed one assignment and their discussion scores (often not including any APA style) and quizzes were low. The thirteen S that earned an F missed multiple assignments (more than 2) and all except two failed to take the final.	Student success was 68%. I do plan to drop students before the second census date if they have multiple assignments missing.	The main change that had an effect on this SLO was a change in points total on the final exam from 100 to 350 points. This change was made to remove the possibility that a student earn enough points to pass the course without taking the final exam. In terms past, a few students passed the course without taking the final exam which raises the possibility that a student would never need to show a photo ID to confirm their identity. The points adjustment removes the possibility that a student passes the course without taking the final exam. An interesting observation is that more students failed to take the final
SLO #2 (Addison)	Assigning weekly homework.	Most students realized real quick by losing points that they need to post the homework assignments on the specified due date and time.	I will not change anything in regards to homework as students need to learn to work on a deadline to prepare them for a 4 yr University in which that is standard.	I started emailing students 2 weeks before class to let them know this is a fast paced class and what is expected of them. So that there are no surprises afterwards. Most of the students caught on to the fact that this would be a harder, fast paced class and the late work would be
SLO #2.2	Content knowledge and test taking skills when completing essay and/or objective examinations	A = 68%, B = 22%, C = 5%, D = 5%, F = 0% This is an overachieving group. They are high school seniors on campus as part of the transitional college. The tests are fairly straight forward and show if they have been following along with the lecture and can effectively	I plan to continue to encourage them to study hard for each exam. The tests are based, to a large extent, on the text; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to	I have not seen this group before or used this assessment for the SLO process
SLO #2A	Students will be able to analyze and critically evaluate different ideas, arguments and points of views associated with general psychology	Grades: 40288: Of 30 students, 5 had never posted.	Include extra readings; digital versions flashcards (the Ceerrego Program)	Included summary of discussion board topics in midterms and final accelerating schedule.

SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	<p>32 or 70% of enrolled students completed the assignment. Out of those who completed the assignment 27 or 84% received an A, 5 or 16% received a B, and 1 or 3% received a D</p> <p>40123/40126 - Student success was achieved by 27 students (75%). The other students did not complete all the assignments. Eight students were not successful. Five of the Ss earned a D, one student did not compete the analysis essay and the other four were required to revise their essay to bring it up to college standards. The three Ss that earned an F did not complete the analysis essay and missed multiple study guides. One of these students</p> <p>40125/40124 - Student success was achieved by 26 students (81%). The other students did not complete all the assignments. Six students were not successful. Three of the Ss earned a D, one student did not compete the analysis essay and the other two were required to revise their essay to bring it up to college standards. The three Ss that earned an F did not complete the analysis essay and missed multiple study guides. One of these students</p> <p>40129/40130 - Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Thirty-two or 68% of the students achieved success. Most students wrote well-constructed paragraphs. Fifteen students were not successful. The two Ss that earned a D both missed one assignment and their discussion scores (often not including any APA style) and quizzes were low. The thirteen S that earned an F missed multiple assignments (more than 2)</p>	<p>I will post a sample of what is expected for this assignment.</p> <p>Student success was 75%. No changes are planned for next term.</p> <p>Student success was 81%. No changes are planned for next term.</p> <p>Student success was 68%. I do plan to drop students before the second census date if they have multiple assignments missing.</p>	<p>First time teaching this course.</p> <p>A new version of the textbook was adopted, 12th edition.</p> <p>A new version of the textbook was adopted, 12th edition.</p> <p>No changes were made from the previous term.</p>
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		Participation in discussion panels 102.7	Include more supplemental materials (readings of relevant current materials and digital flashcards (i.e., the Ceerrego Program to emphasize Student success was 68%. I do plan to drop students before the second census date if they have multiple assignments missing.	Increased participation in discussion boards for some students; In 40287, 1 student stayed no participation.
		Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Thirty-two or 68% of the students achieved success. Most students wrote well-constructed paragraphs. Fifteen students were not successful. The two Ss that earned a D both missed one assignment and their discussion scores (often not including any APA style) and quizzes were low. The thirteen S that earned an F missed multiple assignments (more than 2)	All students passed the final exam.	No changes were made from the previous term.
SLO #3 (1)	Students will differentiate specific steps used in the scientific method that are used in research. The class will recognize methods used to acquire scientific information and the ethics involved in	66% mastered 22% above average 12% average	Students reported that they enjoyed the activity. Small group works. The student stay focused and engaged.	
SLO #3 (Addison)	Develop critical thinking when answering assignments and discussing chapter knowledge.	Most students showed me that they developed critical thinking over the class period.	I will not change anything in regards to developing critical thinking in the assignments	I started emailing students 2 weeks before class to let them know this is a fast paced class and what is expected of them. So that there are no surprises afterwards. Most of the students caught on to the fact that this would be a harder, fast paced class and no late work would be

	SLO #3.3	Evaluation of biological data, draw reasonable conclusions, recognize the ethical implications, if applicable, and apply these conclusions to personal,	A = 70%, B = 25%, C = 0%, D = 0%, F = 5% This is an overachieving group. They are high school seniors on campus as part of the transitional college. The activity is fairly straight forward and shows if they have been following along with the lecture and can effectively express their opinions with support from the text. The Fs were	I plan to continue to coax them to express themselves fully and without reservation; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to class and consult them for assistance with this assignment.	I have not seen this group before or used this assessment for the SLO process
BIOL 2	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	"Scientific method" laboratory work. 19 out of 20, or 95% of the students successfully completed this assignment with a "C" or higher grade. One student did not submit the lab report, and received 0 points for the lab. A = 20%, B = 27%, C = 30%, D = 15%, F = 8% 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. This data is a little better than last semester. Most of the Fs were due to the students not turning in the project at all. Many of the low scores were due to students not turning in a rough draft as requested. This is, however, a good result for a somewhat under achieving group (compared to previous	The lab work introduces and explains the scientific method used in biology. Students also get familiar with the metric system used in science. Next time I am planning to prepare some prelab materials that give additional explanations of the metric system and its scientific approach in biology. I will use the prelab before the actual laboratory work. I also will work with students, explaining the importance of submitting their sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.	I used a different rubric to grade the assessment. I have changed the maximum points for the lab from 60 points to 30 points. The new rubric also gives more specific information for the grading criteria. I pushed, quite hard, for them to turn in early individual sections of the paper as well as several rough drafts. The students who did the rough drafts did significantly better than those who did not and only turned in the final project on the day that it was due.

		Students demonstrated increases in understanding of the process of science, the scientific method, and the relationship between established and emerging scientific understanding. Discussions within their laboratory groups on science showed increases in understanding and the ability to connect to outside information increased the more laboratory opportunities they had.	I will continue to incorporate case studies into the laboratory portion of the course as these successfully offered a discussion springboard this semester.	In the previous SLO, I indicated we would include more case studies in the laboratory to stimulate discussions. I did that this semester and we had some amazing discussions in which students demonstrated a thorough understanding of the process of science and the scientific method. 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 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 #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 = 20%, B = 24%, C = 34%, D = 11%, F = 9% 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 I had 20 students who took the Final Test. 17 students received grades "C" and higher. 3 students received a "D"	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 will use the assignment the next semester changing the multiple choice and free response questions, making sure they correspond with my teaching materials and reflect newer recent data and materials from the field of biology.	I changed the free response questions and added 2 Hardy-Weinberg problems that students could solve to receive 10 extra points for the Final.

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	<p>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 9 out of 30 questions to an average score of 26 out of 30 questions. The average score of 26/30 shows solid mastery of conceptual content knowledge in 17 out of 20, or 85% of the students successfully completed this assignment with a "C" or higher grade. One student did not submit the lab report, 2 students missed the lab and received 0 points for the lab.</p> <p>A = 15%, B = 27%, C = 30%, D = 20%, F = 8%</p> <p>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</p>	<p>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.</p> <p>I have better results this semester compared to the previous semester. I believe that it was related to the extra lesson I had before the lab. I will apply the same strategy next time. Because I had 2 students who missed the lab, I need to emphasize attendance and student involvement.</p> <p>I plan to continue and elaborate on the policy of demanding early sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.</p>	<p>No changes were made because the assessment worked. Students worked in groups to create test questions for each chapter we covered in class. They were challenged to create only critical thinking questions, rather than "remember" or "recall" type questions. Students also used Google Docs to share files in creating questions.</p> <p>This semester I used an extra lab and different procedures that I believe were more interesting for the students. I also used a different grading rubric. I also had a whole lesson prior to the lab explaining to students how to apply Hardy-Weinberg equations to calculate the allele frequency in real world population.</p> <p>I pushed, quite hard, for them to turn in early individual sections of the paper as well as several rough drafts. The students who did the rough drafts did significantly better than those who did not and only turned in the final project on the day that it was due.</p>
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			<p>Working in groups, students researched intriguing, self-selected topics. The level of sophistication in this year's presentations was outstanding. Students drew on current books and topics to explore the evaluation of data, conclusions, and realized the ethical implications of the conclusions. At the end of the semester, they did presentations on the book's information, their conclusions, and the implications for society. The discussions generated from the presentations were well-</p>	<p>This pedagogy worked well and I plan to continue using it in future sections of BIO 2. The students suggested that I require them to use Google Docs to share their paper, which they write as a group. I am considering incorporating a workshop on how to use Google Docs into the first week of lab based on student recommendation.</p>	<p>The students and I selected their topics together and I provided scaffolding of due dates throughout the semester, leading to an excellent rate of success.</p>
BIOL 4	SLO #1 (A)	<p>By the end of the course, the successful student will be able to know or demonstrate, orally and in written form, understanding of the process of science, the scientific methods, and the relationship between established and scientific knowledge.</p>	<p>100% of the students who stayed in the course successfully met this target as they demonstrated within their groups as they worked on laboratory materials! I am so proud of how hard these students worked this semester! Several of my students faced severe personal problems (e.g., living out of their car, abusive relationships, etc.) but they ALL stuck by each other and supported each other in their lab groups. It was a lovely thing to help foster. 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</p>	<p>I intend to keep focusing our labs, and therefore the laboratory reports, using this team concept. I need to fine-tune the rubric used to assign individual students their laboratory report points but that is to be expected after the first use of a rubric.</p>	<p>This spring I focused on making sure the class knew we were "all in this together" and tried to create a team-centered classroom. Laboratories in industry and medicine operate with teams so I saw no reason not to expect my students operate in the same manner, holding each other accountable. It worked!</p>

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. All students who took the final passed the final. One feature that the students like about this anatomy final was they took the test individually and then with a group. This makes the test more into a learning opportunity as students debated their answers with each other (no, “well it is A because I read it in the book” answers are allowed, only evidence-based answers, “it is A because that the knee bone connects to the thigh bone”). The incentive to do well individually and to work well together is that their individual score is averaged with the group score. Typically, this raises what an individual would have earned alone by about 2% points. If a group feels an individual is not contributing to the group’s success, that member can be “voted out” and then has only their individual score—no one wants that! This approach led to students forming study groups outside of class and reporting spending more time studying as a result. A comprehensive set of homework assignments given on the	I think I am going to keep adding resources to the Connect platform for students to access. They prefer Connect to me posting class stuff on the S drive because they can access it from anywhere. I can make changes from anywhere so that is a handy feature for me too. I am also going to read a leadership book or two this summer to get some ideas on how to foster the teamwork necessary for success in the medical field.	I really stressed the use of teamwork this semester. I plan on keeping up with that idea and the Connect platform. Connect allowed me to easily see weekly which students were struggling to keep up and catch them before they fell through the cracks. I am proud that the student who dropped anatomy midway through was able to reasonably evaluate his chances of success given his personal life by the two of us discussing his class performance with the data I could get instantly from Connect. I was sad that he needed to drop but glad he could make a reasoned decision, in large part because he could see where he stood in the class weighed with what was happening in his life.
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. As a class, we read one book related to human anatomy—Survival of the Sickest, and from that students were responsible for presenting a chapter’s worth of data, explaining their conclusions and the author’s conclusions, and discuss	I think this worked well but next spring, I think I will break up the discussions into smaller chunks throughout the semester.	Previously, I set up the class so there were three different books being read and teams would teach the other groups about their reading. That was hard for many students to do and I decided to go with a single book discussion this semester. It worked very well and the students reported enjoying reading the book—more than reading their textbook (no surprise!). They said it helped them put their education into perspective.

BIOL 5	SLO #1	Demonstrate rally, and in written form, understanding of the processes of science, the scientific methods, and the relationship between scientific research and established knowledge.	A = 36%, B = 29%, C = 18%, D = 11%, F = 6% This is higher than I expected based on previous years, but about what I expected based on other work turned in. 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	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.	I went over the rubric in class this year rather than just sending it out in an email. This seems to have made a difference.
	SLO #2	Demonstrate content knowledge and test taking skills when completing essays and/or objective exams.	A = 30%, B = 35%, C = 25%, D = 10%, F = 0% These results are consistent with other groups in the past, but slightly higher than I would expect. There are fewer students scoring in the center of the distribution than at the higher end. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Fs is very low. Some members of this group have had a difficult time with this class in regard to the objective examination format and essays. There is less absenteeism than in previous semester which is better for them for the exams	I will consistently encourage students to come to office hours, ask questions and assist each other with studying.	I spent more time with review and checking for understanding than last year
	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 = 36%, B = 29%, C = 18%, D = 11%, F = 6% This is higher than I expected based on previous years, but about what I expected based on other work turned in. 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	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.	I went over the rubric in class this year rather than just sending it out in an email. This seems to have made a difference.

BIOL 8	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally, and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	All students in the course met the target, when evaluated so that I count 70% or more of the laboratory reports required were done at a 70% or better. Students in this class did fine work but they were often slow to get it done. The laboratory reports that were done on time though were well written, showing that the students developed their understanding of the process of science, scientific methods, and the relationship of established/scientific knowledge during the course of the semester.	Next semester I am going to continue to insist upon teamwork as that is how laboratories work. I am going to refine my rubric for assessing team participation and create an assignment with the students working together to write the reports. This semester all laboratory reports were individual efforts. I may decide on some individual and some group reports as a compromise position. I want to foster team writing because in research and	I emphasized team work this semester. This helped to ensure that no student was left behind, or unaware of what was going on.
	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. All students taking the final earned a "C" or higher on the final, indicating a high level of 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.	There were three students who did not use the Connect homework as well as I had hoped but that was because they had technical issues (each came to me individually during the semester). Since the vast majority of students used Connect and felt that it helped them master the material, I am not going to change that portion of the class. I am going to have additional resources for	I included a practice exam on the Connect platform for every exam. I included detailed homework assignments that prepared them for exams.
	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	The term book discussion was mildly disappointing after all the hard work students had done this semester. Their summaries of the book (Killer Germs) were fantastic and demonstrated well the SLO. However, their oral discussion was not as robust. It still met the standard but for the majority of students but the depth of discussion did not match the summaries. I believe this was my fault, as I scheduled the discussion too close to the final and their minds were too busy focusing on final preparation	I will schedule book discussions earlier in the semester and have more of them. I think it might be a good activity to schedule for the week of Thanksgiving, so I will try having the final discussion earlier and see how that works. Also, having four discussions so we're not trying to discuss the totality of the book at once would likely work better too.	Previously, I had multiple books assigned for multiple discussions. It was much simpler with only one and everyone was part of the same conversation. I think that was a bonus.

CBIS 1

SLO #1

Make evident an understanding of how computers work with input, output, processing, storage, and stored programs.

The project used to verify SLO #1 was a project verifying computer components, software applications and electrical materials covering over the first four chapters of the textbook with supplemental materials. The online tutorial videos and labs I created specifically to meet the requirements of this course and the SLO's have proven successful. Of the students who attempted the project one 98% of the students were successful with 70% "C" or better. For the students who didn't attempted the project has dropped or was dropped for non attendance by day 10th of the course.

I plan to change up the discussions and add more interactive personalized labs. With the positive progress I have made with students by adding a discussions guideline for students to follow and understand how to maximize their scores, I believe that changing the style of discussion questions to be more "open-ended" would serve better for the process of critical thinking. I once used these types of questions in discussions, and found more students often asked questions when proposed. The problem at the time was our old online format, didn't allow for me to follow through with conversation. So with Moodle and the ability to, I plan to change up the discussions to create a more "creative thinking" process to deal more directly with the SLO's at hand. I've also addressed some of the issues with the textbook and all information, meaning "solutions" are available freely and widely on the internet. I've dealing with this by creating a credit/no-credit type of grading for all assignments given in which the answers are public information and focusing more on grading discussions and developing personalized projects for students to meet the objectives of the course. I will keep the college updated on my progress. The only other issue I will be closely dealing with is keep track of how census

The text book used for the Summer 2014, 80702 and Fall 2014 SIS 1 courses used the same book as last SLO for previous course.s as well as this SLO. There has been a changed made to the supplemental materials required. Conversing with Mr. Batarseh, the full time faculty for the CSIS department, we agreed to do away with the mandatory online supplement, which was an additional expense, \$50.00, to students, and create our own online "hands-on" labs.

I have successfully been able to create 5/8 (goal is 8) total labs during the course and the feedback from students h this semester has been/was overwhelmingly positive and as a result an improvement in overall scores/grades. I also shifted the discussion questions and added a rubric for how I go about grading discussions and found a significant increase in productivity from students a quicker "turn around time" for student's to understand how to get 10/10 points for discussion.

As a result students increases by 7% across discussion grades and a 9% increase in overall grades. I will produce a caveat to this equation though; due to Moodle, the ability to distinguish and reach out to students who do not attend class is much done with much ease, and because of thie noticed a 12% increase in dropping students at census. Out of the 98% of the students who completed the project, 85% of them passed the project with 90% grade or higher. An 9% increase from last semester.

SLO #2	Demonstrate understanding of basic concepts of Windows and its directory structure, and be able to use Windows commands.	Of the students who attempted the project 92% of the students were successful with “ C” or better. This is an improvement from last semester's SLO findings. For the students who didn't attempted the project has dropped or was dropped for non attendance by day 18thof the course. There were 27 No Shows from day one, and 8 other students were dropped for not participating the first two weeks. The addition of adding personalized labs for projects last semester has proven to be useful and successful. All student who attempted the projects passed, my % are because a few students didn't submit the project and later dropped during week 3 of the course.	I PLAN TO CONTINUE TO CREATE MORE VIDEOS, WORK ON THE WRITTEN PORTIONS OF THE LABS, AND AS WELL INCORPORATE THE PROJECTS INTO THE THE NEWLY DEVELOPING DISCUSSIONS QUESTIONS I CHOOSE TO DEAL WITH. MY GOAL? I'M HOPING TO CREATE A MORE COHESIVE PROCESS ON A WEEK BY WEEK BASIS. I OFTEN NOTICE THAT THE BIGGEST FACTOR AS TO WHY STUDENTS DROP, IF NOT ABOUT MONEY OR PERSONAL REASONS, IS THEY ARE CONFUSED AS TO WHAT TO DO ONLINE. MY GOAL IS TO EASE THIS PROCESS. LAST SEMESTER I UTILIZED MOODLE'S	I CREATED BETTER WRITTEN LAB PORTIONS TO FOLLOW THE VIDEOS CREATED. WHEN I ORIGINALLY CREATED THE TUTORIAL VIDEOS TO HELP WITH OUR LAB PROJECTS, I DIDN'T SPEND ENOUGH TIME ON THE WRITTEN PORTION OF THE LABS, THINKING THE VIDEO WAS SELF EXPLANATORY. THIS WAS NOT THE CASE, AND HAVING REWROTE THE LABS I FOUND LESS QUESTIONS, LESS CONFUSIONS AMONG STUDENTS AND AS A RESULT AN INCREASE IN PRODUCTIVITY AND HIGHER % IN OVER ALL GRADES.
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.	WEEKLY HANDS-ON PROJECTS, VIDEOS, PROJECT WITH PYTHON AND WEB DEVELOPMENT WERE ADMINISTERED TO STUDENTS WITH THE THE GOAL TO REACH MULTIPLE LEARNING STYLES IN REGARDS TO PROGRAMMING. BECAUSE CSIS 1 DOES NOT HAVE A MATH REQUIREMENT IT IS OFTEN A CHALLENGE TO GET STUDENTS TO UNDERSTAND LOGIC OF PROGRAMMING IF THEY DON'T REALLY HAVE A SOLID UNDERSTANDING ALGEBRA. I'VE ADDRESS THIS ISSUE BY CREATING A GROUP OF HANDS ON TUTORIAL VIDEOS FOCUSED ON BUILDING STEPS OF LEARNING IN ORDER TO CREATE A SIMPLE PROGRAM, AND WE USE PYTHON. OF THE STUDENTS COMPLETING THIS ASSESSMENT/SLO	As like the other actions plans, in regards to the other SLO's for this course, I plan to refocus the discussion portions to more follow the labs/projects and use discussions to focus by using open ended questions to meet the objectives of the course and to promote more interaction and critical thinking between students. I will let the college know of my findings next semester as I am teaching a 6 week accelerated course in Summer 2015.	I added more demonstrative and how-to tutorial videos about programming, logic, and binary number understanding. Used Python as the focus programming language and added more images and instruction to the “how-to” files and written instruction portions of the labs/projects. I added more online support and allowed students to know what to expect for this SLO (Python programming project) from day one, I believe some students were able to capitalize on this “heads-up” and will continue to do this for future courses..

CBIS 13	SLO #1 (2)	Describe the purpose, impact, and implications of information systems	<p>14/16 or 87% of the students completed the discussion assignments that cover this SLO demonstrating satisfactory completion of this SLO.</p> <p>2/16 or 13% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.</p>	<p>All the students engaged in this class performed well on this SLO. The 2 that didn't failed to do any assignments besides the syllabus. I will call students who are not engaged.</p>	<p>I made comments in the discussion area to encourage critical thinking on this SLO, and sent emails to all students reminding them, of the importance of discussion postings</p>
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SLO #1(1)	Identify what skills are required in MIS	<p>I set the expectation for students to reach a realistic 74% as their own an average overall discussion grade. Of course, 100% is always my goal for all students.</p> <p>Students averaged at 76%. This was successful. I am and will set higher % as my goal for my other courses with the college and for my own understanding.</p> <p>Below is some details about my finding and results.</p> <p>To begin with I had one student who skewed my percentages. This student had submitted all work, completed all assignments, completed all projects and received an 87% on the final, but received "C" as an over all grade because she never once posted in the discussion forum and lost 28% of her grade.</p> <p>In reflection, it has me thinking about a few things about how to increase discussion assessments. So it is known in this situation I had contacted the student numerous times, and asked her why she wasn't participating and offered my assistance, it was never accepted and it was never explained why either. My eMails and message went unanswered, odd I thought.</p> <p>I used discussions as the assessment because CBIS 13 Management Information Systems (MIS) is mainly a theory based course; thus, conversation and written critical thinking skills, believe, are a great combination for this sort of course.</p> <p>Discussion grades equate to 28% of the</p>	<p>I will fine tune my rubric discussion grading structure, and I'm thinking about ways I can promote the use of discussion that can find an value for students to want to participate. Perhaps using a curve with the discussion.</p> <p>I'm starting a CBIS 1 course and will be addressing such thoughts with that course, as improving is always a benefit for all involved. I have push the pushed a bit with some of the capabilities that Moodle offers, so working hand-in-hand for guidance and improvement will take place.</p> <p>And I continue to take courses about online instruction/training/marketing and will apply some of the finding I take away from the coursework. I like to find ways I can change my perspective to see more from a students point a view , so this will also be something I will use.; Case in point, the onset of social media and how plays a role with online learning. I look forward to sharing my data with the college.</p> <p>In summary, I believe my results were successful, and not by very much. My goals are to raise overall discussion percentages to 84% percent and will refer to this with my next SLO submittal for clear, concise, and quantitative data to process. I will also structure the moodle</p>	<p>I have not taught this course for Barstow College prior, so I did not have anything to compare or contrast to and find intriguing. I decided to focus on using a project facilitate through discussion boards to help facilitate this SLO, simply due to the fact the book I was told to use was outdated by four years. When you consider technology changes every three months, put none of the "core" material needed to know, the textbook simply lacked relative and useful examples in todays managing of information systems. I am keeping record of this information as getting students to participate in discussions more has been a challenge my whole career/experience with Barstow College when compared to many other institutions I work for and as well being a person who has taken many online courses as a professional and a student. We'll see how this goes next time around if am to have the pleasure of teach MIS CBIS 13 again. Thank-you.</p>
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SLO #2 (2)	Describe the features and functions of current hardware and software used to implement	14/16 or 87% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 2/16 or 13% of the students did not complete or demonstrate satisfactory	I will call students who are not engaged in the class, email does not suffice for those not submitting assignments	I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 2 complied
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SLO #2(1)	Identify the latest developments and trends in the field	<p>I set the expectation for students to reach a realistic 74% as their own an average overall discussion grade. Of course, 100% is always my goal for all students.</p> <p>Students averaged at 76%. This was successful. I am and will set higher % as my goal for my other courses with the college and for my own understanding.</p> <p>Below is some details about my finding and results.</p> <p>To begin with I had one student who skewed my percentages. This student had submitted all work, completed all assignments, completed all projects and received an 87% on the final, but received "C" as an over all grade because she never once posted in the discussion forum and lost 28% of her grade.</p> <p>In reflection, it has me thinking about a few things about how to increase discussion assessments. So it is known in this situation I had contacted the student numerous times, and asked her why she wasn't participating and offered my assistance, it was never accepted and it was never explained why either. My eMails and message went unanswered, odd I thought.</p> <p>I used discussions as the assessment because CBIS 13 Management Information Systems (MIS) is mainly a theory based course; thus, conversation and written critical thinking skills, believe, are a great combination for this sort of course. Discussion grades equate to 28% of the students overall grade as bulleted below:</p> <ul style="list-style-type: none"> • Homework/Quizzes 22% Labs/Projects 20% Discussions 28% 	<p>I will fine tune my rubric discussion grading structure, and I'm thinking about ways I can promote the use of discussion that can find an value for students to want to participate. Perhaps using a curve with the discussion.</p> <p>I'm starting a CBIS 1 course and will be addressing such thoughts with that course, as improving is always a benefit for all involved.</p> <p>I have push the pushed a bit with some of the capabilities that Moodle offers, so working hand-in-hand for guidance and improvement will take place. And I continue to take courses about online instruction/training/marketing and will apply some of the finding I take away from the coursework. I like to find ways I can change my perspective to see more from a students point a view , so this will also be something I will use.; Case in point, the onset of social media and how plays a role with online learning. I look forward to sharing my data with the college.</p> <p>In summary, I believe my results were successful, and not by very much. My goals are to raise overall discussion percentages to 84% percent and will refer to this with my next SLO submittal for clear, concise, and quantitative data to process. I will also structure the moodle courses to have a more "connection" as an on going conversation. I will deal with</p>	<p>I have not taught this course for Barstow College prior, so I did not have anything to compare or contrast to and find intriguing. I decided to focus on using a project facilitate through discussion boards to help facilitate this SLO, simply due to the fact the book I was told to use was outdated by four years. When you consider technology changes every three months, put none of the "core" material needed to know, the textbook simply lacked relative and useful examples in todays managing of information systems. I am keeping record of this information as getting students to participate in discussions more has been a challenge my whole career/experience with Barstow College when compared to many other institutions I work for and as well being a person who has taken many online courses as a professional and a student. We'll see how this goes next time around if am to have the pleasure of teach MIS CBIS 13 again. Thank-you.</p>
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SLO #3 (2)	Describe the purpose and use a database management system in the development of a management	14/16 or 87% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 2/16 or 13% of the students did not complete or demonstrate satisfactory	I will call students who are not engaged in the class, email does not suffice for those not submitting assignments	I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 2 complied
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SLO #3(1)	Identify what skills are required in MIS. Develop, design, and implement a Management Information System.	<p>I set the expectation for students to reach a realistic 74% as their own an average overall discussion grade. Of course, 100% is always my goal for all students. Students averaged at 76%. This was successful. I am and will set higher % as my goal for my other courses with the college and for my own understanding.</p> <p>Below is some details about my finding and results.</p> <p>To begin with I had one student who skewed my percentages. This student had submitted all work, completed all assignments, completed all projects and received an 87% on the final, but received "C" as an over all grade because she never once posted in the discussion forum and lost 28% of her grade.</p> <p>In reflection, it has me thinking about a few things about how to increase discussion assessments. So it is known in this situation I had contacted the student numerous times, and asked her why she wasn't participating and offered my assistance, it was never accepted and it was never explained why either. My eMails and message went unanswered, odd I thought.</p> <p>I used discussions as the assessment because CBIS 13 Management Information Systems (MIS) is mainly a theory based course; thus, conversation and written critical thinking skills, believe, are a great combination for this sort of course. Discussion grades equate to 28% of the students overall grade as bulleted below:</p> <ul style="list-style-type: none"> •Homework/Quizzes 22% Labs/Projects 20% Discussions 28% 	<p>I will fine tune my rubric discussion grading structure, and I'm thinking about ways I can promote the use of discussion that can find an value for students to want to participate. Perhaps using a curve with the discussion.</p> <p>I'm starting a CBIS 1 course and will be addressing such thoughts with that course, as improving is always a benefit for all involved. I have push the pushed a bit with some of the capabilities that Moodle offers, so working hand-in-hand for guidance and improvement will take place.</p> <p>And I continue to take courses about online instruction/training/marketing and will apply some of the finding I take away from the coursework. I like to find ways I can change my perspective to see more from a students point a view , so this will also be something I will use.;</p> <p>Case in point, the onset of social media and how plays a role with online learning. I look forward to sharing my data with the college.</p> <p>In summary, I believe my results were successful, and not by very much. My goals are to raise overall discussion percentages to 84% percent and will refer to this with my next SLO submittal for clear, concise, and quantitative data to process. I will also structure the moodle</p>	<p>I have not taught this course for Barstow College prior, so I did not have anything to compare or contrast to and find intriguing. I decided to focus on using a project facilitate through discussion boards to help facilitate this SLO, simply due to the fact the book I was told to use was outdated by four years. When you consider technology changes every three months, put none of the "core" material needed to know, the textbook simply lacked relative and useful examples in todays managing of information systems. I am keeping record of this information as getting students to participate in discussions more has been a challenge my whole career/experience with Barstow College when compared to many other institutions I work for and as well being a person who has taken many online courses as a professional and a student. We'll see how this goes next time around if am to have the pleasure of teach MIS CBIS 13 again. Thank-you.</p>
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	SLO #4	Design a management information system that includes a networks and communication systems.	13/16 or 81% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 3/16 or 19% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I will call students who are not engaged in the class or submitting homework, email does not suffice for those not submitting assignments. I will also provide instructions for students with MACs on how to provide me with homework	I stayed actively engaged with all students via email, explaining the importance of completing the homework. All but 3 complied
	SLO #5	Describe the skills that MIS leaders require to successfully develop and maintain information	14/16 or 87% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 2/16 or 13% of the students did not complete or demonstrate satisfactory	I will call students who are not engaged in the class, email does not suffice for those not submitting assignments	I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 2 complied
	SLO #6	Describe the methodologies used for systems analysis and design.	14/16 or 87% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 2/16 or 13% of the students did not complete or demonstrate satisfactory	I will call students who are not engaged in the class, email does not suffice for those not submitting assignments	I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 2 complied
	SLO #7	Describe the written analytical and documentation skills required in developing and implementing a Management Information System	13/16 or 81% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 3/16 or 19% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	I will call students who are not engaged in the class, email does not suffice for those not submitting assignments. I will also provide instructions to students with MACs on how to get me their homework to me in a format I can read	I stayed actively engaged with all students via email, explaining the importance of completing the homework. All but 3 complied
CBIS 2	SLO #1	Understand the infrastructure of the Internet and describe the current technology being implemented on the internet	Based on a written exam, final exam, 19 out of 19 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. One (1) active student didn't take the final exam.	None; as the success rate is perfect (100%) . Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.
	SLO #2	Develop an understanding of internet security and how to be safe on the WWW.	Based on a hands-on lab, 20 out of 20 (100%) students successfully demonstrated understanding of SLO #2.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions	No changes were necessary; as the success rate was PERFECT (100%).

CBIS 29A	SLO #3	Understand the basics of e-commerce and how companies are doing business over the web	Based on a written exam, final exam, 19 out of 19 students (who took the final) successfully demonstrated proficiency in understanding of SLO #3. One (1) active student didn't take the final exam	None; as the success rate is perfect (100%) . Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #3. It is working	More lecture time was devoted to understanding SLO #3.
	SLO #1	Demonstrate the ability to use HTML tags to create a Web document.	Based on a hands-on laboratory, Lab #1, 16 out of 16 (100%) of students successfully demonstrated knowledge of SLO #1.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions. It is working	None, as the success rate was 100%.
	SLO #2	Produce a Webpage using HTML techniques, including: images, text, links, formatting tables	Based on a hands-on laboratory, Lab #3, 15 out of 15 (100%) of students successfully demonstrated knowledge of SLO #2.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions. It is working	No changes were necessary; as the success rate was PERFECT (100%).
	SLO #3A	Demonstrate the ability to publish a simple HTML document	Based on a hands-on laboratory, Lab #3, 15 out of 15 (100%) of students successfully demonstrated knowledge of SLO #3.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions. It is working	None, as the success rate was 100%.
	SLO #4	Use simple style sheets to modify formatting of Web pages	Based on a hands-on laboratory, Lab #5, 14 out of 14 (100%) of students successfully demonstrated knowledge of SLO #4.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions. It is working	None as the success rate was 100%
			Based on a hands-on laboratory, Lab #5, 14 out of 14 (100%) of students successfully demonstrated knowledge of SLO #4.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions. It is working	None, as the success rate was 100%.
CBIS 33	SLO #1	Understand and possess the ability to explain C++ programming concepts.	Based on a hands-on lab project, 8 out of 8 (100%) of students successfully demonstrated understanding of SLO #1	None; as the success rate is perfect (100%) . Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working	None, as the success rate was very high; it was 83%.

	SLO #2	Create C++ applications using a C++ Integrated Development Environment (IDE) kit	Based on a hands-on lab, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #2.	None, as the success rate is perfect. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions	No changes were necessary; as the success rate was PERFECT (100%).
	SLO #3	Identify and debug logical and syntax errors in C++ programs.	Based on a hands-on lab, 8 out of 8 (100%) students successfully demonstrated understanding of SLO #3.	None; as the success rate is perfect (100%) . Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #3	Students were warned about the importance of the topic in SLO #3. More lecture time was devoted to understanding SLO #3.
CBIS 40	SLO #1 (1)	Identify the main components of the user interface, the purpose of the commands on the menu bar & the buttons on the toolbar within Excel	5 Students, 4 finished, 2 did excellent "A", 2 did average "C".		
	SLO #2 (1)	Work with text and characters in the program & explain the use of primary keyboard shortcuts and key combinations within	5 Students, 4 finished, 2 did excellent "A", 2 did average "C".	Significant changes are planned, lessons from the book will help students see more variety.	No notable change from previous Assessment.
	SLO #3 (1)	Enter data into a spreadsheet; perform basic mathematical operations in a spreadsheet within	5 Students, 4 finished, 2 did excellent "A", 2 did average "C".	Significant changes are planned, lessons from the book will help students see more variety.	No notable change from previous Assessment.
CBIS 41	SLO #1	Students will demonstrate the word processing skills needed to prepare professional business and academic	9 Students signed up & finished the class, two students struggled with distractions away from school and were not able to get a "C" grade, 3 students received "C", 2 received "B", 2 more received "A".	Significant changes are planned, lessons from the book will help students see more variety.	No notable change from previous Assessment.
	SLO #2	Students will determine and apply appropriate editing techniques and formatting standards to	9 Students signed up & finished the class, two students struggled with distractions away from school and were not able to get a "C" grade, 3 students received "C", 2 received "B", 2 more received "A"	Significant changes are planned, lessons from the book will help students see more variety.	No notable change from previous Assessment.

	SLO #3	Students will organize and communicate information and data in professional business and	9 Students signed up & finished the class, two students struggled with distractions away from school and were not able to get a "C" grade, 3 students received "C", 2 received "B", 2 more received "A"	Significant changes are planned, lessons from the book will help students see more variety	No notable change from previous Assessment.
CBIS 43	SLO #1	Students will integrate sound, video, and animation into a slide show	Of the 12 students –all 12 students or 100% of the students completed this objective.	There are no changes planned, the homework projects and midterm/final projects develop the skills and knowledge for students to understand how to integrate sound, video, and animation into a slide show. And since I ask students to perform this objective as a	This is the first time I've taught this course using SLOs so no previous assessment or results to use
	SLO #1 (1)	Students will learn and develop the basic functionality for using MS PowerPoint. They will learn how a proper PowerPoint presentation will enlighten and produce vibrancy to a briefing.	My classrooms start with 12-18 students but end with 2 or 3. How can we effectively keep students enrolled? Both students that remained enrolled received 100% benefit of the course. One student had never used PowerPoint. By mid-term, the student was excited that they could teach others how to use PowerPoint.	I have military students that are not intermediate level of leaders. Their higher leadership influences some students that the mission is more important than their class attendance. I have noticed the higher their rank the more attendance and awareness of policy the student is. Is it my responsibility to provide these students with the tools they need to combat their	No changes made
	SLO #1 (1a)	Students will develop the skills to use Microsoft PowerPoint2013. They will have an understanding of windows and toolbars, using the AutoContent Wizard, and viewing PowerPoint presentations. They will learn to use Microsoft help, print	77% of the students completed the assignment with a "C" or better. 7 of the students did not complete the assignment and received an "F". 7 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class.	Continue to create videos for the visual Students learned the skills to plan an effective PowerPoint Presentation. They learned to use templates from the web, create slides, add headers and footers, and design customized templates. They were beneficial to the students. The students who did not pass the assignment was a result of not completing the assignment, not because the project was completed incorrectly.	Recorded videos for students to watch. It helped students to better understand how to complete the projects.

SLO #2	Students will design and assemble a portable slide shows	Of the 12 students –all 12 students or 100% of the students completed this objective.	There are no changes planned, the homework projects and exam projects develop the skills and knowledge for students to understand how to design and assemble portable slide shows	This is the first time I've taught this course using SLOs so no previous assessment or results to use
SLO #2 (1)	Students will become conscious of and familiar with their own creative process and how their process is a part of creativity	The students completed PPT assignments that helped them gain knowledge of PPT.	No changes, the assignments provide very detailed assessments for each student.	
SLO #2 (2a)	Students learned the skills to plan an effective PowerPoint Presentation. They learned to use templates from the web, create slides, add headers and footers, and design customized	77% of the students completed the assignment with a "C" or better. 7 of the students did not complete the assignment and received an "F". 7 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class.	Next term I plan to use more videos in the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the learning to be enjoyable for all students enrolled in my classes. More	Reworked the practical assignments for the students to allow them the ability to be more creative in their work while continuing to show that had learned the skills required to meet to SLO. Posted videos for students to watch.
SLO #3	Students will develop audience handouts and transparencies	Of the 12 students –11 of the 12 students or 91.7% of the students completed this objective.	There are no changes planned, the homework projects develop the skills and knowledge for students to understand how to design and assemble portable slide shows. For any students challenged by this skill as identified by the homework assignment, I will assign them a	This is the first time I've taught this course using SLOs so no previous assessment or results to use
SLO #3 (1)	Students will become active, sharing, participants in the PPT processes of making a briefing more exciting	Same as above	Same as above	

	SLO #3 (3a)	Students learned to enhance and customize PowerPoint presentations by inserting clip art, sounds, linked Excel worksheets, embed charts, and tables. They also learned how to set slide show timings,	77% of the students completed the assignment with a "C" or better. 7 of the students did not complete the assignment and received an "F". 7 students did not complete the assignment in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class.	Continue to work on better dialogue with the students and provide personal contact with students on the importance of submitting their assignment. As an instructor, it is frustrating when you reach out to students and they do not respond	Reworked the practical assignments for the students to allow them the ability to be more creative in their work while continuing to show that had learned the skills required to meet to SLO. Posted videos for students to watch.
CBIS 60	SLO #1	Students will develop speed on the keyboard using touch typing techniques to become more efficient and employable	57% of the students in the class were able to achieve their typing goals and received a "C" or better in the course. 43% of the students failed to complete their assignments. 2 of the students in class never purchased the textbook for the class and therefore, were not able to complete any of the assignments.	This course required the majority of work be completed using the publisher's typing resources website. In the future, I will have students complete the assignments from the site, but in addition develop another means of accessing the students. My thought is that if they did not have to go to the other website, they may have completed more of the assignments. The retention and passing rate for the class was poor. I will work to develop I will work to develop strategies that can help more of the students to be successful. I think I will try to find a way to incorporate videos into the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the	This is the first time teaching this course.
	SLO #2	Students will develop accuracy on the keyboard using touch typing techniques to produce error-free documents.	57% of the students in the class were able to improve their typing accuracy and received a "C" or better in the course. 43% of the students failed to complete their assignments. 2 of the students in class never purchased the textbook for the class and therefore, were not able to complete any of the assignments.	I will work to develop strategies that can help more of the students to be successful. I think I will try to find a way to incorporate videos into the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the	This is the first time teaching this course.

	SLO #3	Students will enhance proofreading and editing skills to produce accurate, error-free text.	57% of the students in the class were able to create, proofread, and edit documents and received a "C" or better in the course. 43% of the students failed to complete their assignments. 2 of the students in class never purchased the textbook for the class and therefore, were not able to	Continue to work on better dialogue with the students and provide personal contact with students on the importance of submitting their assignment. As an instructor, it is frustrating when you reach out to students and they do not respond.	This is my first time teaching this course.
CBIS 61	SLO #1	Students will build an increased keyboard speed of 6 percent using touch typing techniques to become more efficient and	5 signed up for the class, 2 were a no show, 1 dropped after Census & 2 completed the class with "A".	No changes planned.	
	SLO #2	Students will use proofreaders' marks correctly, apply capitalization, commas, punctuation, and grammar correctly, and develop and improve composing	5 signed up for the class, 2 were a no show, 1 dropped after Census & 2 completed the class with "A".	No changes planned.	
	SLO #3	Students will format business and academic reports, business letters, envelopes, memos, and tables	5 signed up for the class, 2 were a no show, 1 dropped after Census & 2 completed the class with "A".	No changes planned.	
CHEM 1	SLO #1	Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical	The average correct response to 4 questions specific to this SLO was 70%.	The above data shows an increase in understanding and comprehension of the material. The increase is attributed to the implementation of Sapling Learning this semester. Sapling Learning will continue to be used next semester. No changes in pedagogy are planned for	The above data shows a 3% increase from previous assessment results. Sapling Learning, an online, chemistry assessment and feedback tool, was implemented for the first time this semester as homework.

SLO #1 (Nelson)	The baseline knowledge of entering students in the area of mathematics will be determined.	.lab 1: 4.5 (30) avg score (number of students)	The data indicates that for the majority of students were able to complete the exercise in a group setting	Though students seem to have completed the exercise successfully in a group of two situations, their math skill still fall short of what is needed to succeed in the course. Until BCC launches Chem 1 with a Math 55 pre-req. I don't expect any improvement
SLO #1b	Students will be able to demonstrate knowledge of general principals of atomic and molecular structure, chemical reactivity, and stoichiometry and chemical	The average correct response to 4 questions specific to this SLO was 70%.	The above data shows an increase in understanding and comprehension of the material. The increase is attributed to the implementation of Sapling Learning this semester. Sapling Learning will continue to be used next semester. No changes in pedagogy are planned for	The above data shows a 3% increase from previous assessment results. Sapling Learning, an online, chemistry assessment and feedback tool, was implemented for the first time this semester as homework.
SLO #2	(a) students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory	Thirty students completed the exercises.... The average laboratory score relevant to the two SLOs was 91%.	Students need additional practice to master this material Due to the fact that the laboratory reports are given full credit upon completion and that the students must be in attendance to complete the laboratory report, this data shows a 5% increase in attendance to lab. The increase in point value has given a positive motivation for students to attend and complete the laboratory component. No changes in pedagogy are planned for next semester.	No changes were made from previous results The above data shows a 5% increase from previous assessment results. The laboratory component point value of the course was increased to 50%.

SLO #2a (Nelson)	Students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results, and drawing reasonable	Lab 17 5.7 (30)	as noted above	Students need a more complete math pre-req in order to understand the formula to determine the molar mass of a compound using freezing pt depression
SLO #2b	Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory safety rules, standard emergency procedures and Material Data Sheets. Since handling chemical safety is crucial for student's health, it is expected that all of the students will score 80% or better on the safety exam. One laboratory period is utilized for	7.85 (30)	avg score (number of students)	

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	The average laboratory score relevant to the two SLOs was 100%.	The data indicates that no changes need to be made for this SLO next semester.	The above data shows a 0% increase from previous assessment results. No changes in the assessment were made	
SLO #3a (Nelson)	Students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to	Avg (number of students)	79% (30)	Students obtained a "C" avg on my grading scale	No changes were made from previous results
SLO #3b (Nelson)	Students will demonstrate effective written scientific communication skills. Students will complete legible and complete laboratory reports.	lab 7	Lab 283% (30)		
		lab 17	79% (30)		
		Lab A	100% (30)		
		Lab 12	75 % (30)		
		Lab 10/11	70 (30)		

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	Research paper: 86% of the students were successful with this assignment completing it with a "C" or better, 7 % failed to follow the rubric so they weren't successful, 7 % failed to submit the assignment	To share with the students the value of the assignments as they bring clearness to the content being studied. Participation of assignment is necessary for full understanding of the development of the child.	I will continue to use the rubric that was provided. The students who were not successful with this assignment didn't follow the guidelines. Provide articles on material that can be used for the paper. Use early alert so students are successful.
			Writing Paper – Nature vs. Nurture – 11/13 or 85% of the students successfully completed this assignment with a "C" or higher, 2/13 or 15% of the students failed to submit the assignment.	By working with the students and responding promptly to their emails this may have made a difference.	There was an increase of 9% decrease in student success from when the course was previously taught in fall, this is the fourth semester to require this assignment. The rubric was altered slightly to incorporate the theorists and this provided good insight as to the understanding the
			Writing Paper – Nature vs. Nurture – 37/41 = 90% of the students successfully completed this assignment with a "C" or higher, 4/41 or 10% of the students failed to submit the assignment thus resulting in failing.	I work closely with the students however, for some reason many of them fail to grasp the importance of submitting their work. This is frustrating to me as an instructor as the assignments are supportive of the content that they are	There was an increase of 8% student success from when the course was previously taught online this semester. The rubric was altered slightly to incorporate the theorists and this continues to be a great assignment the delves into the influences both through nature and
	SLO #2	Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and	86% of the students successfully completed this assignment with a "C" or better. 14% failed to follow the rubric so they weren't successful.	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.

		13/13 or 100% of the students were successful with this assignment.	I will continue to use the lifeline assignment as it's important for students to reflect on life experiences and the bearing it has on their personal development as they perceive those experiences. How they are raised will reflect on how they raise their children as well as developmental	There was 0% change from when this course was previously taught. The lifeline assignment continues to be a success for students as they reflect on their upbringing and the influences they experienced as to whom they are today and how this might impact their parenting.
		39/41 = 95% of the students were successful with this assignment earning a "C" or higher, 2/41 = 5% weren't successful due to not following the guidelines of the assignment.	I will continue to use the lifeline assignment as it's important for students to reflect on life experiences and the bearing it has on their personal development as they perceive those experiences. How they are raised will reflect	There was 5% decrease from when this course was previously taught. The lifeline assignment continues to be a success for students as they reflect on their upbringing and the influences they experienced as to whom they are today and how this might impact their parenting.
SLO #3	Students will use investigative research methodologies to apply developmental theory to the analysis of child	93% of the students were successful with this assignment completing it with a "C" or better, 7% failed to submit the assignment	Work more closely with the students and use early alert for the students to succeed.	Continue to provide clear expectations of the assignment. Provide articles on material that can be used for the current chapter / work.
		Observation paper of a classroom – 34/41 or 83% of the students successfully completed this assignment with a "C" or higher, 2/41 or 5% of the students failed to follow criteria identified on the rubric and 5/41 or 12% of the students failed to submit the assignment.	The observation assignment is an important component of the course and will continue to be used in future classes. It's difficult to provide a reference sheet of possible preschools to observe as students who participate online are from all over the state. In reading responses from students who have completed this assignment they share that through observing the children in the classroom they are actually able to see the theories first hand and how it helps put	There was a 30% increase in student success as compared to this semester's online class. I reminded students about the assignment the first week of class and to set up an appointment with a preschool several weeks prior to the assignment becoming due. There were 5 students who failed to submit the assignment. I allowed a two of students to re-write their observation paper increasing their points earned but they chose not to resubmit.

Observation paper of a classroom – 7/13 or 54% of the students successfully completed this assignment with a “C” or higher, 2/13 or 15% of the students failed to follow criteria identified on the rubric and 4/13 or 31% of the students failed to submit the assignment.

The observation assignment is an important component of the course and will continue to be used in future classes. It’s difficult to provide a reference sheet of possible preschools to observe as students who participate online are from all over the state.

In reading responses from students who have completed this assignment they share that through observing the children in the classroom they are actually able to see the theories first hand and how it helps put the theorists into perspective of what they are learning.

I need to continue to work with students through emails and texts that share the importance of completing the assignments

There was a slight increase in student’s not submitting their work. I reminded students about the assignment the first week of class and to set up an appointment with a preschool several weeks prior to the assignment becoming due. There were 4 students who failed to submit the assignment. I allowed a couple of students to re-write their observation paper increasing their points earned but they chose not to resubmit. This still didn’t appear to have any bearing.

CHLD 06	SLO #1	<p>Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families and what community support services and agencies are available to families within the community.</p>	<p>25/30 or 83% of the students were successful with completion of this assignment earning a "C" or higher, there was 5/30 or 17% who failed to submit the assignment which resulted in a failing grade for this assignment</p>	<p>Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This was a great class with excellent student participation except for the 6 students who stopped submitting assignments, 2 of the 6 took the final but still failed the class. One of the 6 students had a family emergency out of the country and I've shared that I will allow her to submit her assignments and take the final provided she shows proof of the family emergency. I should have been on top of it more and dropped them. As it was I had dropped 16 students at first census and another 6 students</p> <p>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</p>	<p>There were no changes made however, there was an 8% decrease 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.</p>
	SLO #2	<p>Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and</p>	<p>20/30 or 67% of the students were successful with completion of the journal assignment earning a "C" or higher, 10/30 or 33% of the students weren't successful due to not submitting all of the journal assignments.</p>	<p>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</p>	<p>This is the third time to use the journal questions as an assessment method for this SLO. There was a 17% decrease of student success as 10/30 students failed to submit all assignments and/or with a passing grade.</p>

	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.	25/30 or 83% of the students were successful with completion of this assignment earning a "C" or higher, 1/30 = 3% didn't follow the rubric, and 4/30 or 14% of the students weren't successful due to not submitting the assignment.	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This was a great class with excellent student participation except for the 6 students who stopped submitting assignments, 2 of the 6 took the final but still failed the class. One of the 6 students had a family emergency out of the country and I've shared that I will allow her to submit her assignments and take the final provided she shows proof of the family emergency. I should have been on top of it more and dropped them. As it was I had dropped 16 students at first census and another 6 students	There were no changes made however, there was a 17% decrease in student success from the previous class. The difference being that more students failed to submit their assignment.
CHLD 11A	SLO #1	Identify and interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards and how they may influence the development of a professional	86% of the students successfully completed this assignment with a "C" or better. 14% were not successful receiving either a "D" or "F". The students who were not successful did not complete the assignment.	Work closely with the students and early alert for the students to meet with success. Review assignments and stress that participation of all assignments is necessary for understanding of subject matter.	Utilize early alert, reiterate the importance of submitting work.

	SLO #2	Analyze and assess early childhood settings, curriculum, observation, planning, implementation and assessments, and effective teaching strategies utilizing indicators of quality early childhood practice that support positive learning and development for all children, including	80% of the students successfully completed this assignment with a "C" or better. 20% of the students were not successful receiving a "D" or "F".	To continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content. Students who were not successful did not complete the assignment.	It appears the rubric is a great tool as the expectations of the assignment was emphasized resulting in an outstanding success rate of the assignment. Following the rubric affects the learning that takes place in the class.
	SLO #3	Examine the value of play through guidance and interaction strategies to increase children's developing skills, knowledge, dispositions, social competence and developing relationships that promote a caring	84% of the students successfully completed this assignment with a "C" or better. 16% were not successful receiving either a "D" or "F". The students who were not successful did not complete the assignment.	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 children. Early alert was notified for students but next time utilize earlier.	The rubric provides clear expectations of the assignment. The students who were not successful didn't follow the rubric guideline that was provided for this assignment and / or did not complete the assignment. I need to emphasize the importance of following the rubric.
CHLD 14	SLO #1	Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic	Students displayed carry over from lecture and their reading of the text into their responses in the weekly discussion group questions and their replies to other class members.	If I was to teach this class again, I would use the same format and even show examples of the interaction between the classmates with their original posts and the replies. This insured that the online portion was equivalent to the live portion of the class.	No changes have been made due to this being the first semester I have taught this course as a "substitute" for the normal instructor.

	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,	Of the 11 students in this course, all 10 were present to work in a group and present information on their assigned age group and 9 were present to present their research topic. The one student was not present for either activity and showed little participation in this course. The other student attended class for the first project and stopped attending by the 2nd presentation.	If I was to teach this course again, I would continue to use the class presentation that was notated on the syllabus as well as the impromptu group assignment that helped the students retain the information and made it more concrete for them.	No changes have been made due to this being the first semester I have taught this course as a "substitute" for the normal instructor.
	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	9 out of 11 students completed this assignment achieving between and A, B, and C grade. The 2 students that did not complete this assignment also did not complete other assignments as required, or did with little quality to their work.	If I was to teach this course again, I would move the observation paper due date up, and make it a point to show students the importance of this observation. They have to understand how to apply the knowledge they are acquiring into everyday life situations.	No changes have been made due to this being the first semester I have taught this course as a "substitute" for the normal instructor.
CHLD 15A	SLO #1	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence infants and toddlers'	On journal #12, 4/6 students received an 80% or better in their findings. On journal #14, 6/6 students received a 100%. The ones who scored lower, struggled with proper format and citations. 4 students did not attempt assignment.	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.	
	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, 7/7 students scored an 80% or better in identifying strategies and methods for success.	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	Included sample questions and scenarios to look for.

	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 anti-bias principles in collaboration with	6/6 students 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.	
CHLD 17	SLO #1	Describe the many characteristics of the caregiver/teacher, the families, and the children and other persons who have an effect on the lives of school-age children.	There were 8 discussion board questions. 75% of the class completed all 8 assignments, in the total, with three students dropping out after the census date and completing the assignment from that time on. When these outliers were removed, 67% of the class received a "C" or better, with 27% of the class received a "D", and 7% of the class failed the assignment. Of the 27% who received a "D", they did not complete all the assignments and or did not complete all	I feel that we met the SLO for this assignment "Describe the many characteristics of the caregiver/teacher, the families, and the children and other persons who have an effect on the lives of school-age children." The majority of students were able to meet these criteria. The key will be to continue to meet the challenge of getting online students engaged in the course.	The results for this semester are very similar to last year's SLO for the same class. The discussion boards have always been a challenge to get the students to post and if they do post, it is getting them to turn in college level work and to get them to post by the deadline date. I will continue to communicate with students on submission of work and the deadlines.
	SLO #2	Critique theories and review how cultural and economics can affect children's development.	The There were 8 case study papers. 53% of the class completed all 8 assignments, in the total, with three students dropping out after the census date and completing the assignment from that time on. When these 3 outliers were removed, 67% of the class received a "C" or better, with 20% of the class received a "D", and 13% of the class failed the assignment. Of the 20% who received a "D", they did not complete all the assignments and or did not complete all	I feel that we met the SLO for this assignment "Critique theories and review how cultural and economics can affect children's development", as the majority of students were able to meet these criteria. The main change is attempting to get students engaged in the class and submitting assignments.	The case studies are a good tool to use, the difficulty comes from making sure that students are doing the case study and submitting the work. I will continue to communicate with students on submission of work and the deadlines.

	SLO #3	Design a curriculum that supports discipline, games, activities, and planning for a well-balanced program.	There was one After School Program Curriculum with 2 Lesson Plans. 78 % of the class completed the assignment with three students dropping out after the census date and not completing the assignment from that time on. When these outliers were removed, 74% of the class received a "C" or better, with 26 % of the class failed the assignment. Of the 26% who received a "F", they did not complete all the assignments and or did not complete all components of the assignments.	I feel that we met the SLO for this assignment "Design a curriculum that supports discipline, games, activities, and planning for a well-balanced program." The majority of students were able to meet these criteria. I will continue to refine these areas and communicate with students about deadlines.	The After School Program Curriculum with Lesson Plans is a good tool for the SLO, but like the rest of the class assignments, the difficulty is getting the students engaged in the class. I will continue to communicate with students on submission of work.
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	Group Discussion Questions (cumulative) –24/26 = 92% of the students who participated in weekly discussion questions were successful completing with a "C" or higher in cumulative discussions, and 2/26 = 8% of the students failed to participate in all cumulative discussions thus weren't successful in this SLO.	This is the first time to use the discussion questions to identify how well students to understand how culture influences communication, social skills, family childrearing practices and school readiness thus influencing the development of the child.	This is the first time that I have used discussion questions for this SLO. There is no previous data.
	SLO #2	Critically assesses the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and	23/26 = 88% of the students who followed the rubric and submitted their observation paper were successful completing with a "C" or higher, and 1/26 = 4% of the students failed to follow the rubric accurately, and 2/26 = 8% of the students failed to submit the assignment.	Students observe a classroom environment and the approach the teachers take in setting up the environment that 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	This assignment provides a learning opportunity for students to view firsthand what they are discussing in this course, and view the setup of a classroom environment that supports multiculturalism. This will continue to be a required assignment. There was a 2% decrease in student success as compared to the previous time this

	SLO #3	Evaluate the impact of personal experiences and social identity on teaching effectiveness.	22/26 = 84% of the students who followed the rubric and submitted their interview paper were successful completing with a "C" or higher, and 2/26 = 8% of the students failed to follow the rubric accurately, and 2/26 = 8% of the students failed to submit the assignment.	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. There was a 11% decrease in student success as compared to the previous time this course was taught. This was due to 2 students not submitting the assignment at all, and 1 additional student who didn't follow the rubric.
CHLD 30A	SLO #1	Investigate and apply developmentally appropriate strategies that integrate literacy into all areas of the preschool and kindergarten curriculum.	21 student completed this course: of these students 9 completed this assignment with the average grade of 189/200 (94%). The remaining student, 2 did not complete the assignment according to guidelines and received a 40 for only turning in one of five reviews and the other 10 did not submit the assignment at all. 43% completed the assignment to satisfaction, 10% completed a portion of the assignment and 48% did not do	This information tells me that I need to review the assignment and see where there may be a miscommunication. I will include an example of what the expectation for the assignment is, along with an adjustment of the rubric and project instruction sheet. I will also include a "survey" after the assignment to see what parts the students liked, didn't like,	The new textbook was easier for the student to read and made the course information more retainable. This helped the student to understand the portion of the text that addressed quality children's book and how to choose them. The books that were used for this assignment were of quality and including the DRDP for reference help make the connection for the student.
	SLO #2	Understand and articulate how reading and writing emerge, why particular books can support practical application and as classroom teachers what needs to be done to bring books	12 students actively completed the discussion group and replies questions for 57% completion. The remaining 43% completed some of the questions and responses but less than 50% of them or with less quality work. This is the same group that did not complete the projects.	There was a little confusion on what was to be done for the discussion groups. This made it difficult for the students to complete the right assignments. I will make the examples more clear as well as the directions.	In order to make the discussion more manageable and try to increase the quality of work, the requirements of the assignment where changes. Instead of having to complete 2 discussion questions a week and rely to 4 peers, one was assigned according to last name as well as the replies.

	SLO #3	Critically assess books that introduce differences and diversity of cultures with respect, understanding, and sensitivity towards others that include but are not limited to English - language learners and	10 students completed the Curriculum Web of 21 students. There were 7 A's given for this assignment for 70% proficiency rate; 3 of the 10 submitted received F's due to incomplete assignments. The remain 11 student who did not submit the assignment received F's as well.	There will be a review of the assignment instructions and rubric. I will also include a quality example in order for students to have an example to reference. This should increase the completion rate. I will also discuss this more through out the course and give ideas along the way in order to support the students with this assignment.	This was a new assignment for this course. There is no previous data.
CHLD 35A	SLO #1	Research and critically assess appropriate, positive guidance techniques for dealing effectively with children's behavior.	60% of the students completed this assignment (3/5 students). One student received a 0 because she used an observation from 3 years ago and did not do the research component. The other two, completed the paper, with 1 not completing the research component. The other 2 who did not complete the assignment had medical reasons and did not respond to emails requesting the assignment or direction	I will require that students have proof of an observation by week 5 and portions of their papers turned in for credit to insure they complete the final assignment.	Previously the assignment was broken up in to two separate papers. I combined the assignment and had them apply the theorist they research to the observation they conducted. With the assignments that were submitted, it appeared that this was a better way to set this assignment up.
	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.	80% of the students were able to show understanding of the behavior plan process. One student had a hard time understanding that corporal punishment and/or violation of a child's rights was okay no matter how much support or information I gave to her. This was a challenging student who did not believe in the philosophy of teaching and believed "spare the rod, spoil the child" was the way.	Although it was a partner project and it was shared out in an informal way, it had an up side and down aside. When there is a student who is "set in their way" there needs to be more guidance from me, so I will change this to have an introduction period first to see how students see this. Once I am aware of their opinions on this, the assignment will either be partner or individual work (grouping those with the same	This was made to be a partner project in order to help understand the concept of the importance of a behavior plan to support children who needed it.
	SLO #3	Facilitate and develop a partnership with the family that respects their knowledge of and concern for their child	100% of the students were able to answer the discussion questions and engage in meaningful conversation of how to incorporate parents in the process of their child education.	I will continue to use the discussion questions to facilitate the student learning in this area. Mini "projects" maybe added, such as writing a parent newsletter, or volunteer letter in order to enhance this learning	Questions were re-written for better comprehension and were added to the weekly discussions rather than quizzes/tests.

CHLD 49	SLO #1	Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	<p>Grading Rubric – the mentors are required to submit this evaluation form based on the students personal attributes, interaction with the children, and relationships with adults.</p> <p>Student Success – Of the 8 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.</p>	<p>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.</p> <p>This assessment method will continue to be used in the future as the mentor of the students is the person who observes, advises, and guides the practicum student on the days they volunteer. When it is an online class I am unable to observe and rely heavily on the</p>	<p>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.</p>
	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	<p>Curriculum / Lesson Planning – students create specific activities and introduce them to the children, these activities are included in the lesson plan that they develop and implement during their teacher in charge week.</p> <p>Student Success – Of the 8 students – 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.</p>	<p>This is a capstone course and provides students with mentoring as they work/volunteer in the classroom working with young children and other teachers. This course offers the students hands on interaction of implementing their knowledge with curriculum, lesson planning, and engagement with the children through the creativity of the activities they have developed.</p>	<p>Students submitted activity planning forms supporting the activities they were providing to the students and how they aligned with the DRDP</p>

	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	Portfolio – student portfolio is a compilation of work that the student has completed that includes work from other CORE courses as well as this course. This portfolio can be used on job interviews as it supports their knowledge and experience of working with young children.	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.
CHLD 61	SLO #1	Compare and contrast various models for establishing a family day care home.	After reviewing the assignment submission and grades, the average number of students that completed the assignments was 15 =75% of the class. The average number of students that received an "A" was 4; "B" was 4; "C" was 2; "D" was 3: and "F" was 2. Those students who received "D's" or "F" either did not submit the	I will continue to remind students about submitting their work on time; and to follow assignment instructions. I will also add a handout on "Conducting Observations and a sample observation.	In 2013, this was the first time I had taught this class. Based on that class I made an effort to remind students about submitting their work on time; and following the instructions.
	SLO #2	Examine and implement state mandated regulations and laws.	Of the 20 students that remained in the class, 95% completed this assignment. The California Family Child Care Home Licensing Regulations Highlights was provided to the students and the information was covered in Lecture 3a. 84% of the students received a "C" or better: 13 "A's"; 1 "B" and 2 "C's". 16% received an "F" = 3 students. Although, these students submitted their assignment their responds were, either not correct	I will not be making any changes as the information was provided to the students through the lecture and regulations highlights. I will also remind students about submitting their work on time	I taught this class in 2013 and after the class I relook at my reading assignments and lectures to ensure the materials were understandable.
	SLO #3	Apply knowledge of child development to develop curriculum that meets the need of the children in care.	The final was closed book and open note. The final was essay, fill-in, and true and false. 20 students were still enrolled in the class at the end the semester as opposed to 13 remaining in the class in 2013. 75% of the students took the final in Spring 2015, while 85% of the students took the final in2013. The percentage of	The information in the textbook, lecture, handouts is reflected in the final. I will relook at the fill-in the blank and essay questions to ensure that the questions are clear and are not confusing.	I relooked at the reading assignments and lectures to see how closely they reflect the final.

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.	76 students fully understood the problem solving through the use of four (4) step process. 9 students developed skills to increase their scores from 0-+9 points which would equal 80% effectiveness. Another 40 students demonstrated 90% effectiveness and another 27 students demonstrated a 91% - 100% in their testing. All students improved with 67 students or 88% attaining a score of 110 or greater on the AFCT test. *Please Note The US Army considers a soldier to be successful in class with a +10 point gain from their current GT score. Once realizing a score of 110 on the AFCT Test, the soldier has completed as high as he/she may go. There is no A, B, C,	The data indicates that for the majority of students, and in most respects all the students, a continuation of current practice is indicated.	The number of practice tests remained unchanged but there were more daily quizzes given to keep what was learned in previous chapters as part of the learning curve for the soldier throughout the intense three (3) week course. This increase of quizzes as well as previous semester changes continued to increase understanding of word problems in math which resulted in no failures in the soldier's understanding.
	SLO #2	Students will demonstrate proficiency using context, narrowing, or root words to select vocabulary choices.	76 students understood the different approaches to learning vocabulary. 9 students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another 40 students demonstrated 90% effectiveness and another 25 students demonstrated a 91%-100% in their vocabulary/word knowledge testing. All students improved with 67 students or 88% attaining the 110% or greater on the final AFCT Test administered by	The data indicates that for the majority of students and in most respects all the students, a continuation of current practice is indicated.	There were no changes made in regards to practice tests and lessons from the previous assessment period. There was a continued reinforcement of seeing and learning new vocabulary which combined with one on one study sessions before or after class especially with English as a second language learners, resulted in no failures in word knowledge.
	SLO #3	Students will demonstrate comprehension proficiency.	All students improved in understanding paragraph comprehension through the use of identifying the difference between stated, non-stated, implied and reference questions involving what the	No changes planned.	No changes as students demonstrated a knowledge as to how to differentiate the different types of questions to the paragraphs that they were reading.

COSM 50A	SLO #1	Perform the Board of Barbering and Cosmetology approved customer safety and general disinfection/ sanitation procedures in the work place.	Students completed chapter reviews and questions, exams, and performance skills required by the Board of Cosmetology. The (11) students enrolled in the course successfully completed the required coursework with a "C" or better. Initial enrollment was 16 students, enrollment declined due to lack of attendance; reflecting 11 students passing with 68% retention.	Encourage and enforce to students the importance of client protection and safety. Continue to direct and guide by example the need to practice professionalism in the salon setting; as well as acquiring knowledge, understanding, and skills to practice the prevention of disease.	I came into class close to mid-term, established encouraging conditions for students by creating an atmosphere where they felt connected and engaged. Identified strengths and weaknesses of coursework and classwork through student survey. Flashcards and class participation were incorporated into coursework to enhance student learning and self-confidence.
	SLO #2	Practice effective communication skills, professional appearance, and proper grooming.	<p>I entered this class as an interim for a full time instructor as an adjunct. There had been a number of different adjuncts in this class. The 68% retention mirrors the success rate of the remaining students enrolled in the</p> <p>Students completed chapter reviews and questions, exams, and performance skills required by the Board of Cosmetology. The (11) students enrolled in the course successfully completed the required coursework with a "C" or better. Initial enrollment was 16 students, enrollment declined due to lack of attendance; reflecting 11 students passing with 68% retention.</p>	To establish a rubric for that will outline the skills necessary to achieve a higher success rate in the field of business, professional communication skills and demonstration, as well as success in passing the State Board of Barbering and Cosmetology written exam.	Constructing a classroom environment that implements effective communication, business skills , self- confidence and professionalism

	SLO #3	Perform basic manipulative skills in the subject of hairstyling and shaping.	Students completed chapter reviews and questions, exams, and performance skills required by the Board of Cosmetology. The (11) students enrolled in the course successfully completed the required coursework with a "C" or better. Initial enrollment was 16 students, enrollment declined due to lack of attendance; reflecting 11 students passing with 68% retention.	Develop a systematic process that will assist in the knowledge required to develop skills that are mandated by the Board of Barbering and Cosmetology.	Reinforce step-by-step demonstration in hair design and principles of hairstyling and state board procedures. Create a rubric that will outline the skills necessary to achieve successful assessment scores as well as success at passing the Board of Barbering and Cosmetology practical exam.
COSM 50B	SLO #1 (A)	Student will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and fundamental skills of haircutting by mastering cutting	I entered this class as an interim for a full time instructor as an adjunct. There had been a number of different adjuncts in this class. The 68% retention mirrors the success rate of the remaining students enrolled in the course. The 11 students enrolled successfully passed the course with a "C" or better grade. Eleven (11) students passed with a "C" or better COSM 50B 11 students demonstrated performance skills required by Board of Cosmetology competencies – 80% of students successfully completed the required coursework with a "C" or better	Faculty will continue to provide an understanding of theoretical and practical aspect of cosmetology; illustrating to learners technical skills that will make them successful cosmetology professionals.	Students will be informed concerning their learning progress. Remediation will be provided for students not achieving the intended learning.

	SLO #2 (A)	Students will analyze and communicate relevant issues that address a successful client consultation; demonstrating knowledge and competency in understanding hair analysis, hair structure, texture, proper shampooing, and recognizing the varied types of hair	COSM 50B 11 students demonstrated performance skills required by Board of Cosmetology competencies – 80% of students successfully completed the required coursework with a “C” or better	Cosmetology educators will tailor teaching to varied learning styles of their students and assist them to develop the correct approaches in handling cosmetology tools in a safe and effective manner	No changes made from previous assessments. Students encouraged to apply learn techniques and methods to gain an understanding of all practical assignments. Instructors will continue to provide guidance for learners to become proficient in all aspects of haircutting.
	SLO #3 (A)	Students will be able to perform blow drying and thermal curling using curling irons and manipulating curling tools into the desired style	COSM 50B students demonstrated performance skills required by Board of Cosmetology competencies – 80% of students successfully completed the required coursework with a “C” or better	Incorporate audio and video tape protocols that allows learners to observe each other in demonstrations and critique their skills. Participation in group instructional feedback is useful because this interactive technique reinforces student	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	Cosmo 50C Spring 2015 Chapter reviews, performance skill checklist of Board of cosmetology mandated competencies, and exams-27 students 1 dropped, 1 failed, 11 A’s, 7 B’s, 6 C’s, 1 D. The Student that failed was failed to submit her homework and a hair color procedure chart which was worth 91 points.	There will be minimal changes in pedagogy for the next semester, the success of the learner in this coursework is an indication of the effectiveness of the instructional tools used.	No Changes made from this assessment period. Faculty will continue to provide the various types of projects that will focus on problem-solving situations that students will encounter in real-world circumstances. Encourage active participation of students in all phases of their projects.

	SLO #2	Students will analyze and interpret hair coloring procedure according to the client need. Students will demonstrate proficiency in hair coloring procedure as outline from the Board of Barbering and Cosmetology	27 students 1 dropped, 1 failed, 11 A's, 7 B's, 6 C's, 1 D. The Student that failed was failed to submit her homework and a hair color procedure chart which was worth 91 points.	Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes. Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs and safety.	No Changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the 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	27 students 1 dropped, 1 failed, 11 A's, 7 B's, 6 C's, 1 D. The Student that failed was failed to submit her homework and a hair color procedure chart which was worth 91 points.	Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes. Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs 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 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.	Twenty-Four students are enrolled in the course. Twenty-two students successfully passed the coursework, reflecting 92% success rate.	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	The changes made in the coursework employed vocabulary flashcards; the ability to remember terms will assist learners to be test-wise. Another strategy to promote success of learners by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.

	SLO #2	The students will demonstrate knowledge and prepare a manicure table preparation, basic manicure, pedicure, hand, arm, foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria	Twenty-Four students are enrolled in the course. Twenty-two students successfully passed the coursework, reflecting 92% success rate. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. Ninety-two percent of student enrollment successfully passed the required coursework with a "C grade or better.	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.	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.
	SLO #3	Students will illustrate understanding and competency in Acrylic (Methacrylate) nail application.	The final capstone in the coursework entails an activity that demonstrates proficiency in acrylic enhancements. Practicum of nail technology prepares the student for licensing. Ninety-two percent student enrolled successfully completed the required coursework with a "C" grade or better.	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	There are no changes to be implemented at this time; continue to evaluate the quality of the nail projects. Encourage learners to engage in nail projects for success in the coursework.
COSM 51B	SLO #1	The students will identify the structure and composition of skin, and explain the function of skin. The students will demonstrate the ability to provide skincare services in a safe environment and take measures to use Universal Precautions to	40636 - Projected of layers of the Skin, Chapter reviews on each chapter, Performance reviews to enable each student to pass the 51B and also to pass State Board Exam and the written- 100% of the students successfully completed the class. Out of 7 Students: A=2 B=1 A=2 B=1 B=1 C=1	We revamped the sequence of the facial massage movements and printed new handouts, with the movements from the book, into a more logical sequence. We would encourage and assist the students to learn from repetitious practice for learning. Continuing to instruct, guide and aid them in recognizing the skin diseases, disorders and skin structure. Encourage them to take notes, prepare flashcards and to implement research sites	

COSM 51C	SLO #1	<p>Students will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and analytical skills in developing and operating a Salon Business.</p>	<p>40640 - For this capstone project, students prepare a career portfolio, each student accumulated relevant documents to showcase their accomplishments, skills, and abilities. The Cosmetology Career Portfolio consists of a collection of documentations: resume, transcripts, personal and professional development. The portfolio is a marketing tool that enables students to employ concepts, and practices displaying knowledge of the cosmetology environments. Six students were enrolled in this course, all students successfully completed the required coursework with "C" grade or better. All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of</p> <p>For this capstone project, students prepare a career portfolio, each student accumulated relevant documents to showcase their accomplishments, skills, and abilities. The Cosmetology Career Portfolio consists of a collection of documentations: resume, transcripts, personal and professional development. The portfolio is a marketing tool that enables students to employ concepts, and practices displaying knowledge of the cosmetology environments. Six students were enrolled in this course, all students successfully completed the required coursework with "C" grade or better. All students completed their homework assignments, projects, and activities. Test scores were above average which attributed to the successful passing of</p>	<p>The results of the assessment activities used for the course are valuable in developing tools to be used in the beauty industry. The students continue to master the course content and understand the strategies needed to be successful in pass the Board of Barbering and Cosmetology licensing examination. Faculty provides quality instruction, synchronized with the Board of Barbering and Cosmetology rules and regulation to ensure effective learning and student success.</p>	<p>To improve student understanding of the coursework additional class discussions, and assignments specific to these business concepts were applied. The students achieved high grades due to the self-direction in the coursework. There are no changes scheduled for this course, the project has proven to be a useful tool for the students future employment.</p>
				<p>The results of the assessment activities used for the course are valuable in developing tools to be used in the beauty industry. The students continue to master the course content and understand the strategies needed to be successful in pass the Board of Barbering and Cosmetology licensing examination. Faculty provides quality instruction, synchronized with the Board of Barbering and Cosmetology rules and regulation to ensure effective learning and student success.</p>	<p>To improve student understanding of the coursework additional class discussions, and assignments specific to these business concepts were applied. The students achieved high grades due to the self-direction in the coursework. There are no changes scheduled for this course, the project has proven to be a useful tool for the students future employment.</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	40640 - Writing employment documents – “Resume and Cover letter” <ul style="list-style-type: none"> • Summarizing qualifications and accomplishments • Design effective employment tools • Outlining developed skills • Marketing personal and professional strengths <p>The resume and cover letter activity was successful and completed by six students, which is an effective employment tools. The six students enrolled</p> <p>The results of six students successfully completing the course reflected 100%</p>	Faculty will ensure the curriculum is corresponding with the Board of Cosmetology rules and regulation. Faculty will continue to use direct and indirect assessments to view student’s competencies in cosmetology skills, which, prepares the student to pass cosmetology licensing successfully.	Writing exercises enhances students' skills, knowledge, development, quality of writing, and critical thinking through a comprehensive collection of writing assignments.
		Writing employment documents – “Resume and Cover letter” <ul style="list-style-type: none"> • Summarizing qualifications and accomplishments • Design effective employment tools • Outlining developed skills • Marketing personal and professional strengths <p>The resume and cover letter activity was successful and completed by six students, which is an effective employment tools. The six students enrolled</p> <p>The results of six students successfully completing the course reflected 100%</p>	Faculty will ensure the curriculum is corresponding with the Board of Cosmetology rules and regulation. Faculty will continue to use direct and indirect assessments to view student’s competencies in cosmetology skills, which, prepares the student to pass cosmetology licensing successfully.	Writing exercises enhances students' skills, knowledge, development, quality of writing, and critical thinking through a comprehensive collection of writing assignments.
SLO #3	Students will be able to communicate how to build and expand a client base.	40640 - Six students enrolled in the course, and each student has successfully completed the required coursework with a “C” or better grade. The assessment methods are indirect measures of the	The use of direct and indirect observation methods resulted in positive student learning. Videotapes are used to pre-test/post-test assessment of student skills and knowledge communicating with clients, performance criteria is measured to determine results.	Customers are the main revenue for a beauty professionals, developing customer service questions and scenarios acquaints learners to building the client base. Incorporating interviews and video recording provides insights into the reasons for participants’ beliefs, attitudes, and experiences. Customers are the champions of your brand, thus, developing customer’s services skills through presentations are direct

			Six students enrolled in the course, and each student has successfully completed the required coursework with a "C" or better grade. The assessment methods are indirect measures of the	The use of direct and indirect observation methods resulted in positive student learning. Videotapes are used to pre-test/post-test assessment of student skills and knowledge communicating with clients, performance criteria is measured to determine results.	Customers are the main revenue for a beauty professionals, developing customer service questions and scenarios acquaints learners to building the client base. Incorporating interviews and video recording provides insights into the reasons for participants' beliefs, attitudes, and experiences. Customers are the champions of your brand, thus, developing customer's services skills through presentations are direct
ECON 1	SLO #1 (1)	#1 Recognition of global "Have vs. Have Not" nation differential income levels by using GDP/capita rather than GDP alone in comparing the incomes of its citizens on a country by country basis. Core Competency: Communication and Critical Thinking and Global Awareness and Personal/Professional Development Assessment Methods: Project or Presentation, Demonstration, Essay or Writing Assignments.	From Moodle Grade book	Moodle seems to help because it allows me to get the students grades done quickly so students know where they are heading from the beginning throughout the term. That has been a PLUS. Before Moodle this assessment I was able to do but the other assessments in 2 and 3 were very time consuming and not as precise which I am grateful that Moodle and its grade book I can now use. One thing I do find is that many students will procrastinate until the last minute to post assignments (however most post discussions right away) so I have to go in and grade often over and over each term.	We seem to have in both my ECON 1 and ECON 2 a range of 80-82% retention so we were the same.

SLO #2 (2)	<p>Application of How the FED's Monetary Policies affect the US economy through case studies.</p> <p>Core Competency: Communication and Critical Thinking and Monopolization Policies by the Justice Department and US and Global Awareness and Personal/Professional Development</p> <p>Assessment Methods: Essay or Writing Assignments, Project or Presentation, Demonstration, Chapter review, breakout sessions,</p>	<p>From Moodle ~ 26/29 = 67 responses last term we had a 69% response so it was a bit lower ~ I have some students drop after the midterm when they receive a lower score so I then had fewer students left to complete the final and the final paper that could have affected the final paper score below after the midterm. However, the number of responses was not much different from other terms of 68% or within close range.</p>	<p>As long as I can receive close to a 68 - 70% rate then it is working (however it was a lower percentage this time), if it is lower than 68% then I have concerns. However, I do believe it was close to the same past level so I didn't have as much of a concern. Because these are extra credit assignments, students are more apt to do or not do this paper. Using Moodle has made this process easier to do which wasn't as easy prior to that addition.</p>	<p>None I believe that a 68- 70% rate is the normal rate of students completing this task.</p>
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	SLO #3 (3)	Understanding How Outsourcing Affects US Jobs Theory through case analysis Core Competency: Communication and Critical Thinking and Health Care and Obama Care Awareness as it rolls out and most of its implications and Personal/Professional Development. Assessment Methods: Essay or Writing Assignments, Project or Presentation, Multiple Choice, Demonstration, Research work, surveys, observations, interviews, chapter	Taken from Moodle 20/39 = 51% while the # of responses last term was 63% or 13% less than the fall term. I usually find A drop for the final paper but not as low as this term's dropout rate. What do I believe to be part of the reason.	As long as I can receive close to a 68% rate then it is working, lower than that rate then I have concerns because we only received 51% or 17% less than ideal. Maybe lowering the points could be part of the reason. Like I said many students didn't do as well on the midterm and didn't complete the final nor did the final paper. I feel that I need to get the information out to the students better the importance of completing this paper. Last term was much better than this term. Having been a student myself, I do have a belief that the next week being the week off, 6 (26-20=6) students who responded to the midterm paper decided that after completing the final could have decided not to continue with the final extra credit paper because the next week was a break and took off early without completing the	Yes we were 13% less this time than last times response. I found that some midterm scores dropped that could have reduce Students completing the final exam and the final paper reducing both scores. It could have been a week off problem too.
ECON 2	SLO #1 (Spring 15)	Analysis and cost functions pertaining to small and large businesses	Analysis of fixed, variable, sunk and marginal costs associated with production. Students asked to design business model incorporating data; some applied case studies, others adopted entrepreneurial approach. 81% attainment level by semester's end. Prior, less than 12% understood	Should apply more case studies specifically targeting costs data separate from that of case studies. I.e more written homework in the area.	Similar results from prior semesters in that early assessments (first 4 weeks of semester) often displayed weak comprehension, followed by substantial improvement at terms end.
	SLO #2	Comprehension of marketing strategies for small business development.	17 completed class. 88% passed the class. A-2 B-2 C-7 D-4 F-2	Increased understanding of personal/business utilization of economic methods. Continued requests for business article presentation.	Additional extra credit pop quizzes, class discussion of practical application of personal and business financial planning.
	SLO #2 (Spring 15)	Analysis and understanding of consumer choice theory	Data exemplified surprising understanding of tools applicable to the theory given significant mathematical preparation, a	Further pedagogical changes will redefine the length and depth of business plan inclusion for course project.	Changes applied involved case study and cross-disciplinary studies, business plan incorporation for term project, and

	SLO #3	Understanding and inclusion of "explicit" and "implicit" costing strategies into	17 completed class 88% passed the class A-2 B-2 C-7 D-4 F-2	Continued requests for students to obtain text book establish 2 person teams to discuss key concepts in chapter.	Additional extra credit for pop quizzes, class discussion of key concepts of each chapter.
	SLO #3 (Spring 15)	Recognition of micro analysis upon product delivery decisions	Assignments involved both Excel and Microsoft word templates integral to formal business reports. Half of student sample comfortable with Excel format; by semester completion same rate. Marketing implementation strategies utilizing product, price, placement, and promotion joined with	Continue to develop micro principles/applications to that of product creation and design taught in cross disciplines.	Similar business plan inclusion adopted in previous semesters, only marketing plan studied more intensively and given greater project emphasis.
ELCT 70A	SLO #1	The student will be able to explain the purpose of OSHA and how it promotes safety on the job.	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	SLO #2	The student will be able to explain the importance of "lock out / tag out" procedures and how they relate to safety in the work place	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	SLO #3	The student will be able to recognize the methods and procedures of bending conduit	Less than 50% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions. Changes will be made to the discussion question and quiz to enhance material coverage	No changes were indicated because of the success of the ELCT 70E capstone class.
ELCT 70B	SLO #1	The student will be able to explain the proper application of fasteners relating to the electrical	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	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	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.

	SLO #3	The student will be able to differentiate between series and parallel circuits and calculate resistance and capacitance in each type circuit	50% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions. Changes will be made to the discussion question and quiz to enhance material coverage.	No changes were indicated because of the success of the ELCT 70E capstone class.
ELCT 70C	SLO #1	The student will understand the proper usage of various electrical test equipment.	85% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	SLO #2	The student will understand the purpose and necessity of the NEC, NEMA and NFPA and how they relate to electrical	94% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	SLO #3	The student will understand the numbering system and insulation ratings of conductors used in	88% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions. Changes will be made to the discussion question and quiz to enhance material coverage	No changes were indicated because of the success of the ELCT 70E capstone class.
ELCT 70D	SLO #1	The student will understand the various formats, views and usage of electrical blueprints.	80% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	SLO #2	The student will understand grounding and bonding requirements for safety in electrical	40% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the success of the ELCT 70E capstone class.
	SLO #3	The student will understand the proper wiring methods for residential and commercial installations	63% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions. Changes will be made to the discussion question and quiz to enhance material coverage.	No changes were indicated because of the success of the ELCT 70E capstone class.

ENGL 101	SLO #1	Students will improve as writers in simple writing and fixing grammatical errors in sentences.	Grammar worksheet 17/17 or 100% of the students successfully completed this assignment with a "C" or higher. 0/17 or 0% of the students failed to follow criteria. No one failed to submit the assignment 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 64 % passed the activity with C or Average of submitted finals was 67%. 10/10 or 100% of the students submitted the assignment, in which 5/10 or 50% were successful with a "C" or higher and 5/10 or 50% were unsuccessful with a "D" or lower.	I will not change this assignment.	I have not taught this course in over five years. This is the first time to require the assignment.
				Once grades were removed, students were more open to the learning environment. I plan to continue this method.	No changes were made, I continued the non- graded and graded assignments.
				The pass rate for this SLO was poor. In the future, I plan on implementing more in-class grammar practice on top of the already integrated grammar reviews and practice homework to help prepare students for the complexity and difficulty of this exam. As well, I will look at clarifying the testing language as the students had commented during testing on the unclear language used that was taken from the textbook.	Though this was the first time giving this type of exam at Barstow, I have given a similar accumulative grammar final exam in classes for different colleges in the past. Based on the results of teaching similar types of material and testing on them in Fall 2014, the percentage of passing grades has gone down from 70% to 50%; the percentage of students who submitted but did not pass went up from 41% to 50%; but the percentage of students who did not participate went down from 12% to 0%. This test was altered from the Fall 2014 classes to this Spring 2015 class from self-created test questions to textbook provided test questions as well as being altered from a 16 week course to a 9 week course, which may be cause for the drop in passing grades. Also, percentages alter drastically in this class due to the low enrollment numbers (retention of 10 students) verses my Fall 2014 classes (retention of 50 total students); had only two more students from this class passed, this would have brought up the pass

SLO #2

Students will be able to read short prompt and respond appropriately in writing – response should clearly respond to prompt and have few

Analysis essay: 15/17 or 81% of the students successfully completed this assignment with a “C” or higher. 2/17 or 11% of the students failed to follow criteria. No one failed to submit the assignment.

Average of submitted essays was 85%. 10/10 or 100% of the students submitted the assignment, in which 9/10 or 90% were successful with a “C” or higher and 1/10 or 10% didn’t follow the guidelines.

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. My students actually wrote a 5 page argument that included research and rudimentary citation

I am going to refine the material/analysis handouts to help students discuss/collaborate and critically think about writing. One important aspect I want to include is more quotes from the stories embedded in my comments so that the students

Based on the number of students who participated (10), a pass rate of 9/10 or 90% illustrates a good performance on this SLO. As well, the percentage of students who did not participate in this late-semester assignment (0/10 or 0%) is good. I have no changes planned for this assignment in future classes unless difficulties

No changes are planned at this time.

I have not taught this course in over five years. This is the first time to require the assignment.

This was the first time teaching this particular assignment.

No changes were made. Student performance was good.

ENGL 102	SLO #1	Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs.	<p>Average of submitted process paragraphs was 86%. 19/20 or 95% of the students submitted the assignment, in which 18/19 or 95% were successful with a "C" or higher and 1/19 or 5% were unsuccessful with a "D" or lower.</p> <p>Grammar worksheet on editing variety of subjects 23/25 or 92% successfully completed the assignment with a "C" or higher. 2/25 or 80% of the students failed to follow criteria. No one failed to submit the assignment.</p>	<p>Based on the number of students who participated (19), a pass rate of 18/19 or 95% illustrates a good performance on this SLO. Other than reinforcing the importance of completing the assignment and continuing to help those students who do not pass in revising their assignment for an improved grade, I have no changes planned for this assignment in future classes</p> <p>I will review subject/verb agreement in more detail before asking them to edit assignment.</p>	<p>This was the first time teaching this particular assignment.</p> <p>I have not taught this course in over five years. This is the first time to require the assignment.</p>
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I had 10 students enrolled in English 102 this term. 1 student attended the class sometimes and informed me that he would drop this class by himself, but he didn't do it and didn't show up. One student stopped attending class before the midterm exam. One student stopped attending the class a week before the final exam. 7 students completed the course. 70% of students successfully met this SLO, earning a "C" or higher. Successful students were able to eliminate sentence errors in both grammatical and writing exams. Routine homework, in-class activities, and review sessions truly helped students to recognize their habitual errors and to fix their grammatical mistakes.

The student who wanted to drop this class kept telling me he is a good writer and continued to disturb the class because he believed that he was placed in the wrong class. I told him to discuss his situation with his counselor, but he apparently didn't do it. The other 2 students were doing great in class, but one stopped attending the

Out of 26 students, 23 completed this successfully with a "C" or better, meaning 88% passed. One student refused due to 'stage fright,' 2 were Students were able to write cohesive paragraphs that stayed on topic with minimal errors

I am not so sure about the reason two students stopped coming to the class. If they had a fear of taking exams, I should talk to them individually and find a solution for them to complete the class as planned.

Again, issues with absenteeism affected data.

No changes are planned. This works.

In this term, most students were placed at the right class, so I decided to give them SAT vocabulary training and more analytical articles for their reading and group discussion. It might be the first time that I felt I was teaching students who received the "right" challenge for their skill level. I also introduced a basic overview of English 50 and 1A, so they would be prepared for the next challenge.

This is a pretty good method for this SLO.

Continued the non –graded learning assignments. Followed with quizzes

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.	Average of submitted process paragraphs was 86%. 19/20 or 95% of the students submitted the assignment, in which 18/19 or 95% were successful with a “C” or higher and 1/19 or 5% were unsuccessful with a “D” or lower. I had 10 students enrolled in English 102 this term. 1 student attended the class sometimes and informed me that he would drop this class by himself, but he didn’t do it and didn’t show up. One student stopped attending class before the midterm exam. One student stopped attending the class a week before the final exam. 7 students completed the course. 70% of students successfully met this SLO, earning a “C” or higher. Successful students were able to eliminate sentence errors in both their writing drafts and their peers’ writing assignments. Routine homework, in-class activities, and review sessions truly helped students Out of 26 students, 21 passed with a "C" or better; five failed to turn in the essay Reading Response analysis: 21/25 or 84% of the students successfully completed this assignment with a “C” or higher. 4/25 or 16% of the students failed to follow criteria. No one failed to turn in the assignment.	Based on the number of students who participated (19), a pass rate of 18/19 or 95% illustrates a good performance on this SLO. Other than reinforcing the importance of completing the assignment and continuing to help those students who do not pass in revising their assignment for an improved grade, I have no changes planned for this assignment in future classes I will retain the same method. (I usually teach the overview of verb tense as one of the extra materials because I think it is a very essential part in writing, but the 8th edition textbook does not cover that. Many students were confused about verb tense before I taught it.) This semester, I stress the fact that turning in all work is essential to passing this class After discussing and analyzing story/article as a class, I will then put students in small groups to collaborate on story/article and give a point by point critical reading format to review as a group before giving analysis assignment	This was the first time teaching this particular assignment. This time I gave them writing samples. I would read and analyze each sentence and each paragraph with them. At the same time, I asked them to compare their samples with their own writing assignments in class (I could do this activity because all the students were placed at the right class, so they could follow analytical process all at the same pace. I could teach extra materials as well.). It was a very productive semester. I have not taught this course in over five years. This is the first time to require the assignment.
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SLO #2A	Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing	All students were able to write a series of paragraphs that worked together to explain a point.	These students are capable of much more than we tend to give them.	No changes made except that I added research to the final project.
SLO #3	Given a paragraph sample, students will be able to apply knowledge of paragraph structure to determine elements of paragraph	All students who remained in the class demonstrated understanding of paragraph. They wrote a researched argument for their final paper including rudimentary citation in text on a Works Cited page.	Continue the no grades on learning assignments method. It is working. Removing pressure enhances learning.	None, the methods I use work.
		Average of completed activity was 85%. 18/20 or 90% of the students participated and completed the assignment, in which 18/18 or 100% were successful with a "C" or higher.	Based on the number of students who participated (18), a pass rate of 18/18 or 100% illustrates a great performance on this SLO. This assignment is given in the beginning of the semester, so having a small percentage of students who did not participate (2/20 or 10%) is good. However, I want to emphasize the importance of this activity in the future and will, hence, allot points to the activity other than extra credit points. I also plan on testing this type of activity further into the	This was the first time teaching this particular assignment.
		I had 10 students enrolled in English 102 this term. 7 students completed the course. 70% of students successfully met this SLOs, earning a "C" or higher.	I will retain the same method to teach as long as students keep attending the class. I believe they will successfully pass the class.	
		Successful students were able to write a well-structured paragraph in class and they also started learning what the difference between summary and analysis is. At the same time, they can fix their problem with hasty generalization during class discussion session, which might be very helpful		As I stated in the last SLOs, I invited students to come up with their own questions and find good writing samples on their own to share in class. Surprisingly, they brought many interesting, controversial, and political topics into class discussion. They enjoyed their intellectual conversation, avoid hasty generalizations, and efficiently determine the key elements in their writing paragraphs.

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.	<p>Quiz 23/25 or 92% of the students successfully completed this assignment with a "C" or higher. 3/25 or 12% of the students failed to follow criteria. No one failed to submit the 100% completed the essay with a grade of C or better: 6 "A"s, 3 "B"s and 2 "C"s.</p> <p>12 out of 20 students OR 60% of the class on exam essays and projects reflect an understanding of analyzing and interpreting college level texts and writing essays using rhetorical genres and strategies. 6 out of 20 students or 30% of the students in the class on diagnostic, midterm and final essays and midterm and final projects reflect incomprehension of text and essay genres.</p>	<p>I need more data before I change this assignment.</p> <p>I plan to continue, when the opportunity arises, to implement the Cause and Effect essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier</p> <p>Something has to be done about the military students in the classes. They need more support and help to pass their classes. The military students in this class seemed lost. They were having particular issues with Moodle. They just did not know how to post in Moodle. This needs to be addressed and I cannot address this issue. Someone from BCC in administration must deal with this.</p> <p>The students also are not reading the lecture. I need to shorten my lectures and also give extra points to students who are reading the lectures as an incentive. The lectures help the students achieve the SLOs and if the students do not read the lectures. they do not achieve</p>	<p>I have not taught this course in over five years. This is the first time to require the assignment.</p> <p>Cause and effect essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. No changes will be made at this time.</p> <p>In Spring 2014, I had a number of ESL students who worked closely with me and with Jill Murphy to help them pass the course. Also, I had very little class shrinkage. In Spring 2015, however, I had a number of students in my class who were military students. In addition, I lost 7 students out of 27 students who were originally registered and started doing the lessons each week. So the changes I made from Spring 2014 to Spring 2015 were irrelevant because this class had a completely different set of problems. I did encourage the students to revise their writing and ask me or the tutoring center at BCC for help. This worked and many of the students revised their writing from my comments and raised their grades. However, a whole new set of problems arose this semester.</p>
			92% passed the quiz with C or higher		

Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 21 Successful Completers. Retention was 88% and Success 88%.	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student	Revised curriculum to match newly adopted textbook. Assessments remained the same; however, content was revised.
For this written paper, the students chose one of the Critical Reading Strategies in the textbook to comment on an assigned essay. 18 out of 21 students turned in an assignment for a percentage of 86. Out of all these papers, only one student received less than a "C." The student received a "D." That is 94% who received an acceptable grade. The students were	The data shows that the students need guidance on how to use the Critical Reading Strategies because they tend just to write their personal feelings about the assigned essay rather than analyzing the writing. I need to tell the students not to use summary or paraphrase so that they can get	I assigned this paper during the last time I taught this class. Since the Critical Reading Strategies are used more than once during the semester, I found that commenting on the student's use of his strategy helped him/her use the strategy in a more effective way the next time.
Of 21 students, 16 completed their midterm exam. The average grade was 56%.	I believe this type of assignment gives me a good idea of how my students are doing in the middle of the term and will help me to follow up through the second	In previous semesters, I used a multiple choice/short answer midterm, but this time I used a written response essay assignment.
Of 25 students, 21 completed their midterm exam. The average grade was 85%.	I believe this type of assignment gives me a good idea of how my students are doing in the middle of the term and will help me to follow up through the second	In previous semesters, I used a multiple choice/short answer midterm, but this time I used a written response essay assignment.
Of 28 students, 27 completed their midterm exam. The average grade was a B.	I believe this type of assignment gives me a good idea of how my students are doing in the middle of the term and will help me to follow up through the second	In previous semesters, I used a multiple choice/short answer midterm, but this time I used a written response essay assignment.
Of 30 students, 21 completed their midterm exam. The average grade was a low B.	I believe this type of assignment gives me a good idea of how my students are doing in the middle of the term and will help me to follow up through the second	In previous semesters, I used a multiple choice/short answer midterm, but this time I used a written response essay assignment.
Of 30 students, 26 completed their midterm exam. The average grade was a high C.	I believe this type of assignment gives me a good idea of how my students are doing in the middle of the term and will help me to follow up through the second	In previous semesters, I used a multiple choice/short answer midterm, but this time I used a written response essay assignment.

		<p>Students read several articles, then were required to write an expository exam. Students were not given the writing prompt prior to the exam. The rubric was provided at the midterm and several practice writing sessions were held before the culminating essay. The split was 85% for rhetorical content, 15% for Conventions of Standard American English. A five-paragraph essay was the base grade of "C", providing that grammar errors were minor. The majority of the class scored in the "B" range, with several scoring in the "A" range. Only two scored in the "C" zone and one fell below expectations. Only a dictionary.</p>	<p>Assessment at the beginning of the course which mimics the final would show student growth. It would also help to verify student readiness for English 1A.</p>	
<p>SLO #2</p>	<p>Students will incorporate research into essays using MLA documentation style.</p>	<p>100% completed the essay with a grade of C or better: 6 "A"s, 2 "B"s and 3 "C"s.</p>	<p>I plan to continue, when the opportunity arises, to implement the Propose a Solution essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from</p>	<p>Propose a Solution essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. No changes will be made at this time.</p>
		<p>100% passed with C or higher. 12 out of 20 students or 60% of the class on the diagnostic, midterm and final essays and final research papers showed comprehension and application of research methods and correct MLA form and 3 out of 20 students or 15% of the class could not use MLA format correctly. Although most of the class achieved a C or above on their essays and research papers that included MLA format, I am still not happy with the lack of precision. I had a number of papers this semester</p>	<p>I will give incentives/extra grade points to the students who hand in the pieces of their essays by the deadlines to encourage students so that their MLA format improves. I will also give grade incentives to students who use MLA format correctly. I will also add in extra MLA form assignments and quizzes to the course to see if this will help improve their format. The major problem is that students do not</p>	<p>As I explained in my Spring 2014 SLO reports, I had the students turn the papers in in increments for me to double check their MLA form for Spring 2015. This really helped the students who turned in these assignments. The problem is getting the students to hand the paper in in small pieces by the deadlines.</p>

<p>15 students turned in this essay. Only one got less than a "C" for a percentage of 93% of the students who were on target with their topics. The most difficult part of this assignment for the students was narrowing their topic so that they could cover the material adequately.</p>	<p>I will continue to require taking a position on the topic the students choose so that they do the necessary research to give a logical argument.</p>	<p>One of the changes I made for this assignment was requiring that the students take a position for or against the subtopic they chose. In the previous assignment, a couple of students wanted to present some facts, and then tell the reader that they didn't take a position. To me, this looked as if these students didn't want to do the research necessary to come to a position. This time, I only</p>
<p>17 students took the exam. 4 completed assessment with an A. 3 completed assessment with a B. 4 completed assessment with a C. 1 completed assessment with a D. 5 completed assessment with an F 21 students took the exam. 6 completed assessment with an A. 5 completed assessment with a B. 7 completed assessment with a C. 1 completed assessment with a D. 2 completed assessment with an F Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 21 Successful Completers. Retention was 88% and Success 88%.</p>	<p>I will continue to work with students on how to choose credible sources for a college level research paper. I will use a revised exam.</p> <p>I will continue to work with students on how to choose credible sources for a college level research paper. I will use the revised exam.</p> <p>With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous</p>	<p>There was a decrease of 6% student success from when the course was previously taught in the Spring. This is the fifth time to require this assignment.</p> <p>There was an increase of 10% student success from when the course was previously taught in the Fall. This is the fourth time to require this assignment.</p> <p>Revised curriculum to match newly adopted textbook. Assessments remained the same; however, content was revised.</p>
<p>Of 17 students, 15 completed the annotated bib. The majority of those who completed the assignment managed to adequately complete the bibliography, and the class average was 76%.</p>	<p><i>changes that lead to student</i> I plan on offering multiple drafts with a greater amount of feedback next time and hope to see better results.</p>	<p>I would have liked to see all of the students complete this assignment, and I feel as though they all could have done a better job. I made no changes to the assignment from previous classes, but am rethinking</p>
<p>Of 24 students, 22 completed the annotated bib. The majority of those who completed the assignment managed to adequately complete the bibliography, and the class average was 84%.</p>	<p><i>my approach for next time</i> I plan on offering multiple drafts with a greater amount of feedback next time and hope to see better results.</p>	<p>I would have liked to see all of the students complete this assignment, and I feel as though they all could have done a better job. I made no changes to the assignment from previous classes, but am rethinking</p>

		<p>Of 28 students, 24 completed the annotated bib. The majority of the class managed to adequately complete the bibliography and the class average was only 69%.</p>	<p>I plan on offering multiple drafts with a greater amount of feedback next time and hope to see better results.</p>	<p>I would have liked to see all of the students complete this assignment, and I feel as though they all could have done a better job. I made no changes to the assignment from previous classes, but am rethinking my approach for next time.</p>
		<p>Of 30 students, 17 completed the annotated bib. The majority of those who completed the assignment managed to adequately complete the bibliography, and the class average was 78%.</p>	<p>I plan on offering multiple drafts with a greater amount of feedback next time and hope to see better results.</p>	<p>I would have liked to see all of the students complete this assignment, and I feel as though they all could have done a better job. I made no changes to the assignment from previous classes, but am rethinking my approach for next time.</p>
		<p>Of 30 students, 25 completed the annotated bib. The majority of the class managed to adequately complete the bibliography but there were only very few who were excellent or very good.</p>	<p>I plan on offering multiple drafts with a greater amount of feedback next time and hope to see better results.</p>	<p>I would have liked to see all of the students complete this assignment, and I feel as though they all could have done a better job. I made no changes to the assignment from previous classes, but am rethinking my approach for next time.</p>
		<p>Students were assigned to write an original research paper, using ten academic sources. Quoted information could not exceed the MLA maximum of 20%. All citations were required to be parenthetically cited and a Works Cited page must have corresponded to those citations.</p> <p>Practice of documentation began with the Argumentative essay in week three. Two classes (6 hours) were focused upon gathering and presenting information, then documenting results.</p> <p>Students, in the final week of class, presented their all-but-final draft to the instructor for review and</p>	<p>Make arrangements with the Library, prior to the beginning of the class, to remain open, for one focused class meeting. Continue the orientation of Microsoft Word reference section.</p>	<p>The Library was unavailable during class hours, so this Instructor met with students, in the Library, for nine hours outside of class time, to assist with gathering information. This was not (from the instructor perspective) ideal, although the students both appreciated and needed the assistance.</p> <p>One additional class (3 hours) was spent with students on the Microsoft Word reference options: How, When, and Why to document sources.</p>
<p>SLO #3</p>	<p>Identify various essay modes and strategies and to produce such essays.</p>	<p>14 passed assessment. 1 failed. 6 did not submit. Thus, 70% completed assessment with a C or higher. 28% of the students failed to submit the assignment.</p>	<p>This group seemed to have trouble meeting deadlines. I will be more proactive next time with reminders and reaching out to students until they seem to</p>	<p>There was a decrease of 8% student success from when the course was previously taught in the Fall. This is the fourth time to require this assignment.</p>

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	16 passed assessment. 1 failed. 1 did not submit. Thus, 95% completed assessment with a C or higher. 5% of the students failed to submit the assignment. Students scored an average of 3.8 out of 5. This indicates that students are performing satisfactorily	This group seemed to have trouble meeting deadlines. I will be more proactive next time with reminders and reaching out to students until they seem to I will keep the lessons on writing a literary paper. However, I will include them earlier in the course.	There was a decrease of 8% student success from when the course was previously taught in the Fall. This is the fourth time to require this assignment.
	SLO #2	Students will incorporate direct quotations from specific works of literature to strengthen points made about the works in their	Students scored an average of 3.9 out of 5. This indicates that students are performing satisfactorily	I will keep the lessons on incorporating quotes in a literary paper. However, I will include them earlier in the course.	
ENGL 1C	SLO #1	Students will evaluate readings for rhetorical appeals, bias, propaganda, and	100% of students were able to identify , and discuss, the logical fallacies, rhetorical appeals, bias, and propaganda found within a series of advertisements by a single company. 19 Passed. 3 Failing. 6 students received a grade of "A" Data shows that students are passing the assignment, scoring an average of 3.78/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	Continue heavy emphasis on logical fallacies, etc. prior to assignment. Assume that no student comes with prior knowledge in this area. Instructor engagement needs to be increased to re-engage missing students. I will continue to use this criterion as it was successful in raising questions of bias, propaganda and logical fallacies. All students, after revision. As the assignment is still in the testing phase, I intend to make no changes to it before next semester. After that, I will be able to more effectively determine how well students perform on the assignment and if adjustments need to be made	Logical fallacies were the focus of the first three weeks of class. Terminology and practice in identification were standard prior to selection of company for review. First teaching of course, so no previous results to compare this to. More than 90% passed and Emphasis on "Bias in the Media" not previously assessed. The new text book was very helpful in this regard. "Writing about Media" CD resource informed this approach. This semester, our old textbook went out of print with the result that I had to re-create the essay two assignment. The assignment it still in the "testing" stages, but for this class, it seemed to work well. I will continue to monitor the effectiveness of the assignment next semester.

Data shows that students are passing the assignment, scoring an average of 4.03/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	As the assignment is still in the testing phase, I intend to make no changes to it before next semester. After that, I will be able to more effectively determine how well students perform on the assignment and if adjustments need to be made	This semester, our old textbook went out of print with the result that I had to re-create the essay two assignment. The assignment it still in the "testing" stages, but for this class, it seemed to work well. I will continue to monitor the effectiveness of the assignment next semester.
Data shows that students are passing the assignment, scoring an average of 4/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	As the assignment is still in the testing phase, I intend to make no changes to it before next semester. After that, I will be able to more effectively determine how well students perform on the assignment and if adjustments need to be made	This semester, our old textbook went out of print with the result that I had to re-create the essay two assignment. The assignment it still in the "testing" stages, but for this class, it seemed to work well. I will continue to monitor the effectiveness of the assignment next semester.
Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 18 Successful Completers with an average grade of 83%	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success. Use of curriculum and best practices will be employed	Revised curriculum to match newly adopted textbook. Assessments remained the same; however, content was revised to match new textbooks.
Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 21 Successful Completers. Retention was 91% and Success 80%.	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student	Revised curriculum to match newly adopted textbook. Assessments remained the same; however, content was revised.
Of 29 students 19 turned in a final fallacies draft. The average score was 82%.	I will continue to use this assignment in future 1C classes.	The fallacies essay is a good one to assess how well the students understand the concept of logical fallacies and how to spot them in articles, editorials, and other texts.
Of 29 students 22 turned in a final fallacies draft. The average score was 75%.	I will continue to use this assignment in future 1C classes.	The fallacies essay is a good one to assess how well the students understand the concept of logical fallacies and how to spot them in articles, editorials, and other texts.

SLO #1 (Firtha)	Students will be able to read and analyze an article or essay and compose an essay in response.	Students scored a 3.0475 out of 5 on average. This is an adequate response to the prompt. It is not as good as last semester's average.	The plan for next semester is, again, to emphasize reading comprehension and thesis through the assignment of journal entries that require summary and thesis statements. I plan to incorporate more supporting a thesis exercises into discussion.	Last assessment, reading comprehension, as demonstrated through summary, increased from the previous semester. I kept the attention on the summary the same, even increased it a bit. I also focused more on crafting thesis statements. However, this semester's students' reading comprehension and ability to
		Students scored a 3.32 out of 5 on average. This is an adequate response to the prompt. It is better than last semester's average.	The plan for next semester is, again, to emphasize reading comprehension, striving for a better balance with support. I plan to incorporate more supporting a thesis exercises into discussion.	Last assessment, reading comprehension, as demonstrated through summary, decreased from the previous semester. This semester we focused more on summary and student's grasped it better. However, the problem now lies with supporting
SLO #2	Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments	11 A scores. 7 B scores. 1 C score. 4 did not submit essay. 11 grasped the reading concepts and were able to apply it to example situations, while citing two sources for support.	More discussion on source usage needed in the discussion area that week.	First teaching of course, so no previous results to compare this to. More than 90% passed and participated.
		6 students received a grade of "A".	I will continue to use this criterion as it was success in raising questions on logical fallacies. All students, after revision, received an "A". The new text book was very helpful	Emphasis on "Logical Fallacies" was accentuated by use of "Writing about Media" CD resource.
		Data shows that students are passing the assignment, scoring an average of 4.4/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. This score is down from last semester. However, it is more reliable as there were more students (only 2 last semester), and it demonstrates that students are performing the task	This semester I had a good sample size of students. The students are successfully completing the assignment, so I will continue offering it online in the same manner	Due to the small number of students last semester, it did not seem wise to me to alter the assignment until I could get a better data set so no changes were made.

Data shows that students are passing the assignment, scoring an average of 4/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. This score is down from last semester. However, it still demonstrates that students are	This semester, including this class, I had a good sample size of students. The students are successfully completing the assignment, so I will continue offering it online in the same manner	Due to the small number of students last semester, it did not seem wise to me to alter the assignment until I could get a better data set so no changes were made.
Data shows that students are passing the assignment, scoring an average of 4/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases. This score is down from last semester. However, there were only two students in the class last semester), and it still demonstrates that students are performing the task	This semester, including this class, I had a good sample size of students. The students are successfully completing the assignment, so I will continue offering it online in the same manner	Due to the small number of students last semester, it did not seem wise to me to alter the assignment until I could get a better data set so no changes were made.
Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 18 Successful Completers with an average grade of 83%	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success. Use of curriculum and best practices will be employed	Revised curriculum to match newly adopted textbook. Assessments remained the same; however, content was revised to match new textbooks.
Eight weeks of Written Assignments posted on Discussion Boards were collected. There were 21 Successful Completers. Retention was 91% and Success 80%.	With the new textbook adoption, revisions of course content will occur while maintaining focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student	Revised curriculum to match newly adopted textbook. Assessments remained the same; however, content was revised.
Of 29 students 21 submitted a final argument paper. The average grade was 71%.	I will continue to utilize this assignment in future English 1C classes.	The final argument essay is a good indicator for the students' understanding of what makes a compelling and strong argument.
Of 29 students 25 submitted a final argument paper. The average grade was 87%.	I will continue to utilize this assignment in future English 1C classes.	The final argument essay is a good indicator for the students' understanding of what makes a compelling and strong argument.

SLO #2 (Firtha)	Students will be able to incorporate research into essays using MLA documentation style.	<p>Students were assigned a research project to analyze, document, present a topic. Students were then required to discuss/defend their research. Peer review of others' work was also a component of the project. Peer review required critical analysis using a rubric and creating original academic work.</p> <p>Students scored a 2.75 out of 5 MLA formatting in their essays; also, they did not always complete the formatting making it difficult to assess; some did not even complete the assignment. Those who completed the formatting did well; for those who did not complete the formatting, competence is difficult to assess. I ran assignments related to MLA formatting. However, when students were asked to use these lessons in their essays, they did not always complete the formatting making it difficult to assess. Those who completed the formatting did well; for those who did not complete the formatting, competence is difficult to</p>	<p>This project (gleaned from UNLV), is engaging for students and shows practical ability to question and analyze, both their own work, and that of other students.</p> <p>I would like to share this process with the English Department.</p> <p>To ensure that all students use MLA format in their paper, I plan to make the requirement clear in another lesson by requiring an annotated bibliography.</p> <p>To ensure that all students use MLA format in their paper, I plan to make the requirement clear in several lessons.</p>	<p>This research project is the follow-up to last year's course.</p> <p>The delineation of sub-topics was mandated, and the quantity of data required was increased to be commensurate with a ten to fifteen page research paper.</p> <p>I tried making the requirement for incorporating sources into the paper more clear by devoting two lessons to it. This did not have a notable affect on the essays.</p> <p>I tried making the requirement for incorporating sources into the paper more clear by devoting a portion of a lesson to it. This did not have a notable affect on the essays.</p>
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ENGL 2

SLO #1 (Spring 15)
Students will be able to interpret narrative images and text in the genre to analyze the elements of literature and to create additional meaning from the combination of the two narrative styles. (Uses COR objectives 1, 6 & 7)
The student will be able to interpret major narrative and poetic texts of the Old English, Middle English, and Early-Modern periods up through the 18th century, as well as to analyze the literary trends and features of these texts. The student will be able to exhibit knowledge of the multi-cultural background of the English language and literature, especially in the Old English, Middle English, and Early-Modern periods . The student will be able to demonstrate

15 enrolled students were able to complete written weekly assignments demonstrating options a,b,c, and d above. The students who completed the weekly assignments did exceptionally well, both here and on the weekly quizzes and final exam.

The class will be adjusted so that there is more interactivity in the Moodle format to partially supplant the earlier methods of successive email exchanges. The total number of exchanges of either type needs to be increased to bring it up to previous levels.

this is the first time the class was offered in Moodle format so there was less interactive email exchange between students and instructor

ENGL 50

SLO #1

Students will be able to read and analyze an article or essay and compose an essay in response.

Summary and Response – 13/14 passed; Essay #1 11/17 passed; Essay #2 7/17 passed;

The next time I teach this class, I will spend less time going over basic essay format and more time actually doing essays. This might make them realize the class will not be as easy as they think. I got the idea that many of them thought they could slide by and pass with a C. This doesn't happen in English 50! Other than that, I will have two summary and response assignments and will put the novel essay last so they will not think they can ignore the assignment and make it up later. I will also not deduct grammar points from the essays. Instead, I will make editing their essays a separate assignment. That might help! I had them fill out an evaluation of the class and me as a teacher; 15 out of the 18 who responded said they should have tried harder. One typical response was "There's nothing you could do; you offered help

I added a novel and an essay on this novel instead of the poetry assignment. I also had fewer summary and response assignments

100% of students succeeded in Quiz 3 (C or higher).

Students need more practice on researching scholarly sources and using proper documentation methods.

19 of 26 students enrolled were successful in completing the assigned essays in the appropriate rhetorical mode.

Moodle format appears successful. Basic Pedagogy remains the same. Further adjustments will be made to the week-to-week operation of the class to further adjust to the Moodle format. For example, grading points for essays will be adjusted since the Moodle

Course was shifted to Moodle format, but the assignment pages and pedagogy were maintained.

Of 20 students, 19 completed the final exam essay. 12 were in the A to A-range; 3 Bs; 2 Cs; 1 D; and 1 F

I do not have an English 50 class scheduled in the fall, but if I teach it again in the spring, I will utilize more practice sessions leading up to exams, which may also allow the students to feel more at ease as they may not be

I spent a lot of time this semester going over ways to critically read articles and essays as well as how to respond with an organized essay. I gave them a 'practice' response essay in class a week or so before the final and returned them with comments, which I think helped them to do a

Week 3 presented 5 discussion questions to stimulate critical thinking about the short story, "An Occurrence at Owl Creek Bridge" by Ambrose Bierce. Seventy percent of the students contributed to the discussion. Each of them were able to select two questions to discuss and then also add to the discussion of other students. The discussion questions were then to be used in the students' response paper for that week. In grading the responses, I noticed that the students who participated in the discussion board used the information from the discussion board to develop their papers. The students who didn't respond on the discussion board did

To get students to dig deeper into an analysis, the instructor needs to guide and participate in the discussion. Also, the instructor needs to set the tone for using critical thinking in the discussion.

The change I made from the previous assessment is to encourage the discussion by replying to each of the students' posting. This helped the discussion go deeper, and the students were able to use my comments in replying to other students' postings, and I noticed some of these ideas coming up in their papers.

SLO #1 (1)	Read and analyze college level texts (there will be 10 to 15 pages of reading per week) and compose an essay in response to an article or essay that the student read.	12 out of 18 students OR roughly 61.1% of the class in the 9 essays written reflect an understanding of interpreting college level texts and writing compositions using rhetorical genres and strategies. 3 out of 18 students or roughly 16.6% of the students in the class on diagnostic, midterm and final essays and midterm and final projects reflect incomprehension of essay genres and textual analysis and comprehension.	<p>Something has to be done about the military students in the classes. They need more support on the base to help them pass their classes. Maybe someone needs to go out to the base and give the students a Moodle training session. The military students in this class seemed lost. They just did not know how to post in Moodle.</p> <p>The students also are not reading the assignment instructions. I need to make my instructions more concise and also give extra points to students who are reading the instructions as an incentive. The instructions help the students achieve the SLOs and if the students do not read the instructions, they do not achieve the course goal of writing improvement.</p> <p>I will give grade incentives to the students who read the instructions and are meeting the assignment deadlines in Fall 2015.</p>	<p>In Spring 2015 2nd 9-weeks, I had a number of students in my class who were military students. In addition, I lost 5 students out of 18 students who were originally registered and started doing the lessons each week; I need to email students more with encouragement to retain more students each semester. So the changes I made from Spring 2015 1st 9 weeks to Spring 2015 2nd 9 weeks were irrelevant because this class had a completely different set of problems. I did give the students more feedback in the comments section on Moodle. This worked and many of the students revised their writing from my comments and raised their grades. However, a whole new set of problems arose this semester.</p> <p>Unlike Spring 2015 1st 9-weeks, the students in this class seemed to comprehend the different types of essays and how to write them. However, the students are not reading the instructions that explain how I am going to grade the essays. They did well on all of their other assignments (reading, grammar, discussion) but had to revise their essays because they did not realize what I was looking for to grade the essays. The practice exercises in sentence variety and vocabulary variety were successful and the</p>
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		70% of diagnostic, 3 essays, midterm and final essays reflect an understanding of interpreting college level texts and writing essays using essay genres and strategies	More involvement from the instructor is needed to help the students grasp the rhetorical concepts from this course. The students in this class did well on grammar and reading comprehension but their writing skills were poor. I will need to "tweak" the lessons in my online 50 class for fall 2015 to help the students by having them hand in parts of the essays, like hand in the intro one week, the body the next week and the conclusion the following week, to help them visualize the parts of the essay that need work. Students need more practice exercises on vocab variety and sentence patterns.	My ENGL 50 18-week courses taught in Spring 2014 had extraordinary students. They comprehended the expository genres and writing and analysis strategies in the diagnostic and midterm essays. The 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. Of course, an online class is very different from live classes. Online classes have different challenges. This semester's online students struggled with comparison/contrast, cause and effect and MLA format in the diagnostic, essays, and midterm and final essays, more so than the students from spring 2014. More feedback is needed to help the online
SLO #1A (Urmston)	Read and analyze an article and compose a response	Out of 14 students, 13 successfully completed this assignment. One student did not show up, meaning 92% successfully completed this.	I intend to stress the importance of attendance.	I believe my previous rate was 85%, so this represents an improvement.
SLO #2	Students will be able to incorporate research into essays using MLA documentation style.	19 of 26 students were successful. The methodology was so successful in earlier classes that students are now asked to begin using these methods early in the class, choosing articles they feel are important and explaining that importance in their essays. The result is that students are able to engage in material they find useful, interesting, and significant. This term there were several essays done on measles vaccinations since that was a subject of current concern to students.	Course will continue to be refined. It has ben refined each of its 17 years as a highly successful online course. Student feedback indicates a high level of student satisfaction.	Course shifted to Moodle method. Pedagogy was updated to take advantage of earlier success. As reported above, students are now asked to begin using research methods early in the class, choosing articles they feel are important and explaining that importance in their essays. The result is that students are able to engage in material they find useful, interesting, and significant. This term there were several essays done on measles vaccinations since that was a subject of current concern

30% of the final research papers showed comprehension and application of research methods and correct MLA form. ½ the class did not hand the research paper in at all.

Getting them to write the paper is going to be an issue. I will need to assign the paper in sections so that the students have more time to get the paper written and more feedback from me about the parts of the paper, especially the MLA format of parenthetical citations and Works Cited.

The exceptional students in ENGL 50 spring semester 2014 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.

This semester, I am teaching MLA format online. It is difficult enough to teach MLA form live and in person. Teaching it online is a very complicated problem. I am going to need to give the students more practice in MLA form, doing a number

6 out of 18 students or roughly 33.3% of the class on the final essay and final research paper showed comprehension and application of research methods and correct MLA form and 5 out of 18 students or 27.7% of the class roughly could not use MLA format correctly. I am still not happy with the lack of precision in MLA form and I am particularly not happy with the students who either did not turn in their research paper and /or did not hand in their final exam. They play the percentages. They know that they will still pass the class if they do not hand in their research paper or final exam. I had a number of papers this semester with no parenthetical/in-text citations. They again just did not read the lecture.

I will give extra grade points to those who hand in the parts of their research paper by the deadlines so that their MLA format improves. I will also assign extra MLA format essays and quizzes to see if this will help improve their format. The students do not use MLA form enough to learn how to do it correctly. The more they use MLA form in the class the better their chances are of getting a high grade on their research paper and final exam. The research in their papers is well-written for the most part, just not well documented.

I had the students turn the papers in in increments for me to double check their MLA form for Spring 2015 2nd 9-weeks. This really helped the students who turned in these assignments. The problem is getting the students to hand the paper in in small pieces by the deadlines. I tried to give the students a great deal of feedback in the comments section of Moodle.

In addition, I will speak to the other English instructors and to Penny Shreve about the lack of participation; perhaps the curriculum could be changed so that students who do not take

<p>60% of students were able to submit Final research papers on time, and the rest had to catch up due to military duties at the fort. Three students did not meet the criteria for passing the 92% of the class, again, passed with a "C" or higher-one student plagiarized the paper, resulting in a zero. Of 20 students, 18 turned in an annotated bib: 7 As; 1 B; 4 Cs; 3 Ds; 3 Fs</p>	<p>Students need more practice on researching scholarly sources and using proper documentation methods.</p>	
	<p>I intend to stress proper citation as well as stress the evils of plagiarism.</p>	
<p>Persuasion research paper 12/19 passed</p>	<p>I will continue this assignment in future English 50 classes that I teach as it is a useful assignment for giving the students much practice with citation practices and format I will not deduct grammar points from the research paper. Instead, I will make editing their essays a separate assignment. That might help.</p>	<p>I did not assign an annotated bib in the last English 50 class I taught I made no change in the research paper component this semester. We actually use MLA documentation on three of the four essays. Those who came consistently and turned in the assignments had a good understanding of MLA</p>
<p>Thirteen out of nineteen students completed this assignment for a percentage of 68%. All but two of the assignments received a "C" or better.</p>	<p>To help students apply the grammar rules to their writing, I will develop a notation system that I can use to point out where they are making their mistakes on their essays. This notation system will be explained on the grammar exercise.</p>	<p>I assigned these two grammar exercises the last time I taught this class. For this semester, I showed on each student's paper the corrections that were necessary for each student's wrong answers. Also, if a student was having a particular problem with some part of this exercise, I added comments to help them understand the problem. Since the students were beginning on their research papers, these two exercises</p>

ESL 102	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.	This class is taught concurrently with ESL 112. There were 4 students registered at the end of the semester. One student did not complete the class. Of the 3 students who completed the class, 100% successfully met this SLO.	I am considering changing the textbook for next year because there are chapters that are less than helpful. But my move to change all classes to a contextualized, theme based approach was very successful, and students were very committed to learning about Nutrition. The change allowed for more focused, in-depth examination of the concepts we are reading about, as well as to make sure topics and vocabulary	I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. However, I added a secondary text to challenge students and make the information they are learning more relevant to their lives that many of the topics in the current textbook. The theme chosen was Nutrition, and the 80 page secondary text got rave reviews; students found the experience rewarding. The new text is called "Food Rules," and I will definitely be
	SLO #2	Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.	This class is taught concurrently with ESL 112. There were 4 students registered at the end of the semester. One student did not complete the class. Of the 3 students who completed the class, 100% successfully met this SLO.	I am considering changing the textbook for next year because there are chapters that are less than helpful. But my move to change all classes to a contextualized, theme based approach was very successful, and students were very committed to learning about Nutrition. The change allowed for more focused, in-depth examination of the concepts we are reading about, as well as to make sure topics and vocabulary	I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. However, I added a secondary text to challenge students and make the information they are learning more relevant to their lives that many of the topics in the current textbook. The theme chosen was Nutrition, and the 80 page secondary text got rave reviews; students found the experience rewarding. The new text is called "Food Rules," and I will definitely be
	SLO #3	Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote comprehension and	This class is taught concurrently with ESL 112. There were 4 students registered at the end of the semester. One student did not complete the class. Of the 3 students who completed the class, 100% successfully met this SLO.	I planned to use the Azar grammar program much sooner in the semester, but it didn't work out that way this semester.	I did more instruction on affixes this semester, which was helpful, as well as expanding instruction on parts of speech.

ESL 104	SLO #1	Compose loosely unified paragraphs with assertive topic sentences and connected supporting (and varied) sentences to express personal ideas in journal,	This class meets concurrently with ESL 114. At the end of the class, four students were registered, and 50% of these students successfully met this SLO. The two students who did not meet this SLO did not complete all assignments.	I will continue to use the online grammar tool and further expand the writing assignments.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned.
	SLO #2	Apply steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	This class meets concurrently with ESL 114. At the end of the class, four students were registered, and 50% of these students successfully met this SLO. The two students who did not meet this SLO did not complete all assignments.	I will continue to use the online grammar tool and further expand the writing assignments so that students The emails were also a good idea, but I need to expand and be more consistent with them.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. I also expanded the instruction on writing process, so students had to develop each step in the process. In addition, I started
	SLO #3	Examine similarities and differences between American cultures and other cultures through composed narratives, descriptions, and explanations of common processes.	This class meets concurrently with ESL 114. At the end of the class, four students were registered, and 50% of these students successfully met this SLO. The two students who did not meet this SLO did not complete all assignments.	I will continue to use the online grammar tool and further expand the writing assignments.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. (I also had students explore similarities and differences between cultures in the speaking class immediately preceding this course so that they had ideas ready to explore and when we got to this point, they

ESL 106	SLO #1	Initiate and maintain conversations on familiar and assigned topics: share personal and cultural experiences, ideas, and opinions.	This class is taught concurrently with ESL 116. There were five students registered at the end of the course. Of the five students registered, four students participated in the assessment, and all four successfully met this SLO, which produced a 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool	I made some changes to the rubric, and the assigned topics for discussion were randomly selected so that the students could prepare but were not guaranteed any specific topic. The purpose of this was to increase the likelihood that they could/would be prepared to discuss a wider range of subjects.
	SLO #2	Implement newly-learned vocabulary and request clarification as necessary when participating in extended conversations, speeches, and class discussions on social, vocational, and abridged academic topics.	This class is taught concurrently with ESL 116. There were five students registered at the end of the course. Of the five students registered, four students participated in the assessment, and all four successfully met this SLO, which produced a 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool	I made some changes to the rubric, and the assigned topics for discussion were randomly selected so that the students could prepare but were not guaranteed any specific topic. The purpose of this was to increase the likelihood that they could/would be prepared to discuss a wider range of subjects.
	SLO #3	Demonstrate growth in fluency of listening comprehension and production of speech.	This class is taught concurrently with ESL 116. There were five students registered at the end of the course. Of the five students registered, four students participated in the assessment, and all four successfully met this SLO, which produced a 100% success rate.	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool	I made some changes to the rubric, and the assigned topics for discussion were randomly selected so that the students could prepare but were not guaranteed any specific topic. The purpose of this was to increase the likelihood that they could/would be prepared to discuss a wider range of subjects.

<p>SLO #1</p>	<p>Employ effective reading strategies, including skimming, scanning, previewing, and predicting, basic note-taking, and organizing textual information, to increase comprehension and reading speed.</p>	<p>This class is taught concurrently with ESL 102. There were 5 students registered at the end of the semester. 80% of students completed the class. Of the 4 students who completed the class, 75% successfully met this SLO.</p>	<p>I am considering changing the textbook for next year because there are chapters that are less than helpful. But my move to change all classes to a contextualized, theme based approach was very successful, and students were very committed to learning about Nutrition. The change allowed for more focused, in-depth examination of the concepts we are reading about, as well as to make sure topics and vocabulary</p>	<p>I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. However, I added a secondary text to challenge students and make the information they are learning more relevant to their lives that many of the topics in the current textbook. The theme chosen was Nutrition, and the 80 page secondary text got rave reviews; students found the experience rewarding. The new text is called "Food Rules," and I will definitely be</p>
<p>SLO #2</p>	<p>Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.</p>	<p>This class is taught concurrently with ESL 102. There were 5 students registered at the end of the semester. 80% of students completed the class. Of the 4 students who completed the class, 75% successfully met this SLO.</p>	<p>I am considering changing the textbook for next year because there are chapters that are less than helpful. But my move to change all classes to a contextualized, theme based approach was very successful, and students were very committed to learning about Nutrition. The change allowed for more focused, in-depth examination of the concepts we are reading about, as well as to make sure topics and vocabulary</p>	<p>I am currently using a Reading and Writing combined text, and students responded well to the reading portions of the text. However, I added a secondary text to challenge students and make the information they are learning more relevant to their lives that many of the topics in the current textbook. The theme chosen was Nutrition, and the 80 page secondary text got rave reviews; students found the experience rewarding. The new text is called "Food Rules," and I will definitely be</p>
<p>SLO #3</p>	<p>Refine effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote comprehension and</p>	<p>This class is taught concurrently with ESL 102. There were 5 students registered at the end of the semester. 80% of students completed the class. Of the 4 students who completed the class, 75% successfully met this SLO.</p>	<p>I planned to use the Azar grammar program much sooner in the semester, but it didn't work out that way this semester.</p>	<p>I did more instruction on affixes this semester, which was helpful, as well as expanding instruction on parts of speech.</p>

ESL 114	SLO #1	Compose clearly unified paragraphs with assertive topic sentences, connected supporting (and varied) sentences, and conclusions to express in journal,	This class is taught concurrently with ESL 104. There were six students registered for the class at the end of the semester, and 100% of students successfully met this SLO.	I will continue to use the online grammar tool and further expand the writing assignments.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned.
	SLO #2	Refine approach to steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing	This class is taught concurrently with ESL 104. There were six students registered for the class at the end of the semester, and 83% of students successfully met this SLO.	I need to expand journaling and do more types of brainstorming and process activities, though students did a good job on assignments given.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. I also added email journals assignments, but these were
	SLO #3	Compose paragraphs to define ideas, describe people or places, narrate events, compare/ contrast cultures and	This class is taught concurrently with ESL 104. There were six students registered for the class at the end of the semester, and 100% of students successfully met this SLO.	I added some online grammar work and more paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned
ESL 116	SLO #1	Prepare and deliver informal and basic formal speeches of 3-5 minutes on personal, social, cultural, vocational, and/ or abridged academic topics that offer comprehensible topics and main ideas.	This class is taught concurrently with ESL 106. There were 6 students registered for the class. All students successfully met this SLO. (The intended assessment was the final presentation, and 1 student did not complete the final presentation. However, she had successfully met this SLO in the previous presentation).	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool	I made some revisions to the rubric, and I increased instruction in critical thinking activities.

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	This class is taught concurrently with ESL 106. There were 6 students registered for the class. All students successfully met this SLO, so we had 100% success rate. (The intended assessment was the final presentation, and 1 student did not complete the final presentation. However, she had successfully met this SLO in the previous presentation).	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool	I made some revisions to the rubric, and I increased instruction in critical thinking activities.
SLO #3	Build confidence and demonstrate continued growth in listening comprehension and fluency of production of speech covering an increasing range of topics.	This class is taught concurrently with ESL 106. There were 6 students registered for the class. All students successfully met this SLO, so we had 100% success rate. (The intended assessment was the final presentation, and 1 student did not complete the final presentation. However, she had successfully met this SLO in the previous presentation).	I will continue to revise the rubrics and the approach to assessing progress. I also plan to create a template for use on the computer so that I can electronically save feedback immediately and give students immediate feedback without having to handwrite and scan the feedback. Also, now that I have a new video camera, I will be able to document their progress and can potentially use video in class as a teaching tool	I made some revisions to the rubric, and I increased instruction in critical thinking activities.

ESL 122

SLO #1

Employ critical reading strategies in a range of texts, including skimming, scanning, previewing, and predicting, note-taking, and organizing textual information, to increase comprehension and reading speed.

This class is taught concurrently with ESL 132. There were 2 students registered for this class, both of whom completed the class and successfully met this SLO, so this class' success rate is 100%. I did have a student audit, also, but he did not complete the class.

The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for 1 6 week session. I think that I will adjust the assignments for the primary text, which I use for both reading and writing, making the "secondary text" the primary, and assigning only 3 chapters for the reading class and increase the chapters assigned for the writing class.

This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was nutrition, and I changed the secondary text to 1 180 page "guide" to "nutritionism," a critique of American eating habits. I increased instruction on critical responses and developed reading packets asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to do outside research and critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less

SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	This class is taught concurrently with ESL 132. There were 2 students registered for this class, both of whom completed the class and successfully met this SLO, so this class' success rate is 100% I did have a student audit, also, but he did not complete the class.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for 16 week session. I think that I will adjust the assignments for the primary text, which I use for both reading and writing, making the "secondary text" the primary, and assigning only 3 chapters for the reading class and increase the chapters assigned for the writing class.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was nutrition, and I changed the secondary text to 1 180 page "guide" to "nutritionism," a critique of American eating habits. I increased instruction on critical responses and developed reading packets asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to do outside research and critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less
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	SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote comprehension and fluency in English.	This class is taught concurrently with ESL 132. There were 2 students registered for this class, both of whom completed the class and successfully met this SLO, so this class' success rate is 100%. I did have a student audit, also, but he did not complete the class.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for 1 6 week session. I think that I will adjust the assignments for the primary text, which I use for both reading and writing, making the "secondary text" the primary, and assigning only 3 chapters for the reading class and increase the chapters assigned for the writing class.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was nutrition, and I changed the secondary text to 1 180 page "guide" to "nutritionism," a critique of American eating habits. I increased instruction on critical responses and developed reading packets asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to do outside research and critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less I built on assignments from the Reading class, but I also had students do new assignments so that they could build on responding to new readings in shorter time frames. We did group discussions and more drafting in class. The structure was more organized, and I refined and
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. At the conclusion of this class, three students were registered. 100% of students successfully completed this SLO.	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation	I built on assignments from the Reading class, but I also had students do new assignments so that they could build on responding to new readings in shorter time frames. We did group discussions and more drafting in class. The structure was more organized, and I refined and
	SLO #2	Demonstrate familiarity with the norms of American academic writing, including communicative styles, argumentation and	This class is taught concurrently with ESL 134. At the conclusion of this class, three students were registered. 100% of students successfully completed this SLO.	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation	I built on assignments from the Reading class, but I also had students do new assignments so that they could build on responding to new readings in shorter time frames. We did group discussions and more drafting in class. The structure was more organized, and I refined and

ESL 126	SLO #3	Demonstrate emerging competency in complex sentence structures, grammar, and mechanics	This class is taught concurrently with ESL 134. At the conclusion of this class, three students were registered. 100% of students successfully completed this SLO.	Next time I need to do daily exercises in error correction, integrating it into instruction and/or adding to homework assignments. I also assigned grammar activities in Azar online, which I plan to expand	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar)
	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	This class is taught concurrently with ESL 136. There was one student registered in this class. The student successfully met this SLO.	Having students do the audio and video packets outside of class maximized our ability to work on note-taking, presentations, and discussions. I plan to continue to do that and develop more note-taking activities.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals. I also revised the rubric and added a requirement in research to introduce the process of how to use research
	SLO #2	Acquire and implement newly-learned vocabulary necessary to debate with classmates on shared topics of interest.	This class is taught concurrently with ESL 136. There was one student registered in this class. The student successfully met this SLO.	Having students do the audio and video packets outside of class maximized our ability to work on note-taking, presentations, and discussions. I plan to continue to do that and develop more note-taking activities.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals. I also revised the rubric and added a requirement in research to introduce the process of how to use research
	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	This class is taught concurrently with ESL 136. There was one student registered in this class. The student successfully met this SLO.	Having students do the audio and video packets outside of class maximized our ability to work on note-taking, presentations, and discussions. I plan to continue to do that and develop more note-taking activities.	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize.

ESL 132

SLO #1

Formulate critical responses to texts in regards to logic of stated and implied ideas, quality of research, cultural context and references, and bias.

This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.

The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for 1 6 week session. I think that I will adjust the assignments for the primary text, which I use for both reading and writing, making the "secondary text" the primary, and assigning only 3 chapters for the reading class and increase the chapters assigned for the writing class.

This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was nutrition, and I changed the secondary text to 1 180 page "guide" to "nutritionism," a critique of American eating habits. I increased instruction on critical responses and developed reading packets asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to do outside research and critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less

SLO #2	Build comprehension of academic and literary texts through effective pre-reading strategies, analysis of organizational patterns and literary devices, questioning, reader response, and academic vocabulary enhancement.	This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for 16 week session. I think that I will adjust the assignments for the primary text, which I use for both reading and writing, making the "secondary text" the primary, and assigning only 3 chapters for the reading class and increase the chapters assigned for the writing class.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was nutrition, and I changed the secondary text to 1 180 page "guide" to "nutritionism," a critique of American eating habits. I increased instruction on critical responses and developed reading packets asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to do outside research and critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less
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	SLO #3	Identify and utilize effective techniques to build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, in order to promote comprehension and fluency in English.	This class is taught concurrently with ESL 122. There were 5 students registered for the class at the end of the term, and of those 5, 4 completed the course/assessment, so the course had an 80% completion rate. Of those who complete the course, 50% successfully met this SLO.	The changes were helpful and students exhibited increased investment and shared how they learned a lot that they could apply to their lives here, so the change was, overall, a positive. I will still need to revisit how to better scaffold the assignments and adjust the workload to make it more manageable for 16 week session. I think that I will adjust the assignments for the primary text, which I use for both reading and writing, making the "secondary text" the primary, and assigning only 3 chapters for the reading class and increase the chapters assigned for the writing class.	This class was assigned two texts: a textbook and a work of non-fiction, following my previous recommendation of incorporating a relevant, theme-based approach to the class. The theme for this course was nutrition, and I changed the secondary text to 1 180 page "guide" to "nutritionism," a critique of American eating habits. I increased instruction on critical responses and developed reading packets asking students to comprehend and analyze the secondary text, as well as build vocabulary. In addition, the assignments for the secondary text required students to do outside research and critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less I built on assignments from the Reading class, but I also had students do new assignments so that they could build on responding to new readings in shorter time frames. We did group discussions and more drafting in class. The structure was more organized, and I refined and revised writing assignments.
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	This class is taught concurrently with ESL 134. At the end of the class, there were three students registered. Of those, 67% of students successfully met this SLO. Of those who did not meet this SLO, one struggled with developing ideas and grammar.	Next time I need to do more outlining/organizational patterns in the Reading and Speaking classes so that concept is solid before they come to the Writing class and we can spend more time on drafting and developing argumentation strategies.	
	SLO #2	Find, select, and practice integrating quotations and paraphrasing from sources into argumentative essays, and use correct citation styles in MLA or APA	This class is taught concurrently with ESL 134. At the end of the class, there were three students registered. Of those, 67% of students successfully met this SLO. Of those who did not meet this SLO, one struggled with developing ideas and grammar.	I need to change my approach, and they need more practice.	I gave students the "formula" for integrating research without surrendering authority to it, and we did some practice, but it was not enough.

ESL 136	SLO #3	Identify and correct their own grammatical and punctuation errors to make their writing more effective.	This class is taught concurrently with ESL 134. At the end of the class, there were three students registered. Of those, 67% of students successfully met this SLO. Of those who did not meet this SLO, one struggled with developing ideas and grammar.	I need to incorporate more practice.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar)
	SLO #1	Prepare and deliver informal and formal argumentative speeches of 5- 10 minutes on abstract academic, professional, potentially controversial topics that offer clear positions and support.	This class is taught concurrently with ESL 126. There were four students registered in this class, and 50% of students successfully met this SLO. The students who were not successful need more practice, though they did complete all required assignments.	We did three presentations in 6 weeks. I would like to continue to refine the schedule and adjust assignments so as to maximize the time spent in student speaking in class. Given the outcome this semester, I need to do more intervention earlier on to assist students who are struggling and/or may be quieter, perhaps indicating struggle with the concepts or stress regarding presentations. The students who struggled had	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize.
	SLO #2	Confidently express oneself in English in a wide range of settings: personal, social, cultural, academic, and professional, exhibiting general fluency in listening comprehension and easily	This class is taught concurrently with ESL 126. There were four students registered in this class, and 50% of students successfully met this SLO. The students who were not successful need more practice, though they did complete all required assignments.	We did three presentations in 6 weeks. I would like to continue to refine the schedule and adjust assignments so as to maximize the time spent in student speaking in class. Given the outcome this semester, I need to do more intervention earlier on to assist students who are struggling and/or may be quieter, perhaps indicating	I increased instruction in critical thinking activities, varied the topics covered, incorporating more abstract yet relevant topics, based upon student interest and goals I also revised the rubric and added a requirement in research to introduce the process of how to use research rather than to surrender to it/summarize.
	SLO #3	Take thorough and accurate notes on a variety of academic topics in order to be prepared for degree-applicable coursework	This class is taught concurrently with ESL 126. There were four students registered in this class, and 100% of students successfully met this SLO.	The note-taking activities we did were very successful, but I need to continue to develop more activities to give students more practice and approaches to academic note-taking skills.	I increased instruction on note-taking practices, and as a result, students were more successful with this by the end of the course.

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 the SLO.

I will continue to use all of the above. In addition to those strategies, I plan to find more resources to further enrich the curriculum in terms of vocabulary, comprehension, listening, speaking, and writing.

I used various fun and engaging games to make sure that students are learning. I make sure that students get support from one another as well as the facilitator. I also emphasized vocabulary in context in order to develop comprehension. I also used more pictures for students to have

This class is taught concurrently with ESL 192. At the end of the semester, there were 6 students enrolled in the class, and I had 4 students auditing. Of the 6, 2 students completed the class. 2 other students elected to move to higher level classes, which I count as success, and the final 2 did not come consistently nor complete the class.

I used the Heinle picture dictionary a lot, and I brought in outside readers for practice, which students responded very well to, and I organized teaching of grammatical structures based on student need. I am thinking to change the book to another text that is organized according to my approach and will

Because of the needs of the students, I spent a great deal of time on vocabulary building and grammatical structures in practice that were more authentic and, therefore, relevant for students in their lives. We had more discussions and more student-led questioning sessions. We used the Picture Dictionary more and I brought in some books for reading instruction.

SLO #2

Engage in elementary conversational modes with appropriate application of cultural norms here in the United States

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 the SLO.

I will continue to use all of the above. In addition to those strategies, I plan to find more resources to further enrich the curriculum in terms of vocabulary, comprehension, listening, speaking, and writing.

I used various fun and engaging games to make sure that students are learning. I make sure that students get support from one another as well as the facilitator. I also emphasized vocabulary in context in order to develop comprehension. I also used more pictures for students to have

This class is taught concurrently with ESL 192. At the end of the semester, there were 6 students enrolled in the class, and I had 4 students auditing. Of the 6, 2 students completed the class. 2 other students elected to move to higher level classes, which I count as success, and the final 2 did not come consistently nor complete the class.

I used the Heinle picture dictionary a lot, and I brought in outside readers for practice, which students responded very well to, and I organized teaching of grammatical structures based on student need. I am thinking to change the book to another text that is organized according to my approach and will

Because of the needs of the students, I spent more time on higher level vocabulary building and grammatical structures in practice that were more authentic and, therefore, relevant for students in their lives. We had more discussions and more student-led questioning sessions. We used the Picture Dictionary more and the "regular" textbook a lot less.

	SLO #3	Express understanding of events in time through use of simple and progressive tenses in past and present.	<p>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 the SLO.</p> <p>This class is taught concurrently with ESL 192. At the end of the semester, there were 6 students enrolled in the class, and I had 4 students auditing. Of the 6, 2 students completed the class. 2 other students elected to move to higher level classes, which I count as success, and the final 2 did not come consistently nor complete the class.</p>	<p>I will continue to use all of the above. In addition to those strategies, I plan to find more resources to further enrich the curriculum in terms of vocabulary, comprehension, listening, speaking, and writing.</p> <p>I used the Heinle picture dictionary a lot, and I brought in outside readers for practice, which students responded very well to, and I organized teaching of grammatical structures based on student need. I am thinking to change the book to another text that is organized according to my approach and will</p>	<p>I used various fun and engaging games to make sure that students are learning. I make sure that students get support from one another as well as the facilitator. I also emphasized vocabulary in context in order to develop comprehension. I also used more pictures for students to have</p> <p>Because of the needs of the students, I spent more time on vocabulary building and grammatical structures in practice that were more authentic and, therefore, relevant for students in their lives. We had more discussions and more student-led questioning sessions. We used the Picture Dictionary more and the "regular" textbook a lot less.</p>
ESL 192	SLO #1	Comprehend, analyze, and compose responses to short readings on familiar topics using complete simple	<p>85% passed the activity with C or higher</p> <p>At the end of the course, there were 3 students on the roster. Of those students, 3 completed the course, so 100% of students completed the course. Of the students who completed the course, 100% successfully met the SLO.</p> <p>This class is taught concurrently with ESL 190. At the end of the semester, I had 5 students on the roster. 2 students came consistently through the semester, and 3 came about half the time. All students made progress, but I calculate success at 60% as one student of the group of 3 started out at a higher level.</p>	<p>I will continue to use all of the above. In addition to those strategies, I plan to find more resources to further enrich the curriculum in terms of vocabulary, comprehension, listening, speaking, and writing.</p> <p>I used the Heinle picture dictionary a lot, and I brought in outside readers for practice, which students responded very well to, and I organized teaching of grammatical structures based on student need. I am thinking to change the book to another text that is organized according to my approach and will</p>	<p>I used various fun and engaging games to make sure that students are learning. I make sure that students get support from one another as well as the facilitator. I also emphasized vocabulary in context in order to develop comprehension. I also used more pictures for students to have</p> <p>Because of the needs of the students, I spent a great deal of time on vocabulary building and grammatical structures in practice that were more authentic and, therefore, relevant for students in their lives. We had more discussions and more student-led questioning sessions. We used the Picture Dictionary more and I brought in some books for reading instruction.</p>

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	71% passed with C or higher	None	Additional in class practice of new vocabulary
		At the end of the course, there were 3 students on the roster. Of those students, 3 completed the course, so 100% of students completed the course. Of the students who completed the course, 100% successfully met the SLO.	I will continue to use all of the above. In addition to those strategies, I plan to find more resources to further enrich the curriculum in terms of vocabulary, comprehension, listening, speaking, and writing.	I used various fun and engaging games to make sure that students are learning. I make sure that students get support from one another as well as the facilitator. I also emphasized vocabulary in context in order to develop comprehension. I also used more pictures for students to have
		This class is taught concurrently with ESL 190. At the end of the semester, I had 5 students on the roster. 2 students came consistently through the semester, and 3 came about half the time. All students made progress, but I calculate success at 60% as one student of the group of 3 started out at a higher level.	I used the Heinle picture dictionary a lot, and I brought in outside readers for practice, which students responded very well to, and I organized teaching of grammatical structures based on student need. I am thinking to change the book to another text that is organized according to my approach and will	Because of the needs of the students, I spent a great deal of time on vocabulary building and grammatical structures in practice that were more authentic and, therefore, relevant for students in their lives. We had more discussions and more student-led questioning sessions. We used the Picture Dictionary more and I brought in some books for reading instruction.

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	100% success	At the end of the course, there were 3 students on the roster. Of those students, 3 completed the course, so 100% of students completed the course. Of the students who completed the course, 100% successfully met the SLO.	I will continue to use all of the above. In addition to those strategies, I plan to find more resources to further enrich the curriculum in terms of vocabulary, comprehension, listening, speaking, and writing.	I used various fun and engaging games to make sure that students are learning. I make sure that students get support from one another as well as the facilitator. I also emphasized vocabulary in context in order to develop comprehension. I also used more pictures for students to have
			This class is taught concurrently with ESL 190. At the end of the semester, I had 5 students on the roster. 2 students came consistently through the semester, and 3 came about half the time. All students made progress, but I calculate success at 60% as one student of the group of 3 started out at a higher level.	I used the Heinle picture dictionary a lot, and I brought in outside readers for practice, which students responded very well to, and I organized teaching of grammatical structures based on student need. I am thinking to change the book to another text that is organized according to my approach and will	Because of the needs of the students, I spent a great deal of time on vocabulary building and grammatical structures in practice that were more authentic and, therefore, relevant for students in their lives. We had more discussions and more student-led questioning sessions. We used the Picture Dictionary more and I brought in some books for reading instruction.
GEOL 4	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	SLO #1 was 72% based upon the results of the Final Exam. This was a slight increase from the last time that the course was offered.	Individual Questions where < 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and	Individual Questions where < 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the Exam and new updated questions were substituted.

	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 upon the results of the Final Exam. This was a slight increase from the last time that the course was offered.	Individual Questions where < 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and	Individual Questions where < 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted.
	SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal,	SLO #3 was 85% based on one Research Project. This was greater than the last time that the course was offered.	Groups will be required to present a weekly oral update on their progress with this project to the instructor. Outlines for the Oral Presentation portion of the Research Project will now be required to be submitted from all groups. A Grading Rubric, created from the assignment Checklist, will be implemented	One-on-one class time was provided between the instructor and the research groups for consultation, assistance, and to help guide the students and/or answer any questions. This activity appears to have been successful as student learning increased.
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,	21 students reached this goal (75%). 7 students failed (25%)	It seems at least 1/3 of students are not prepared for the college yet.	Last semester was over 80% students reached the goal

		<p>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 98% for the change portion. The average grade for the change portion increased by 3% from last semester. This was due partly, by the majority of students</p>	<p>The majority of the class completed both assignments successfully and demonstrated understanding of areas needing improvement and defined areas to change. Despite the tougher grading of the contract for change we had an increase in grades again this semester. Students did quite well, averaging an A grade.</p>	<p>Grading of the Contract for Change assignment, improved this semester to an 98%, even though the grading has been more rigorous, since the spring of 2014. We have placed greater emphasis on the rational for completion.</p>
		<p>SLO 1 was based on a subjective survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a subjective analysis and contract of areas for change. Average score was 15/15 for the wellness inventory the same as last session. The change portion had a .5% increase, a .5% increase over last semester. All forty-nine students received and A This increase was due to no students receiving less than an A,</p>	<p>The majority of the class (49/49) completed both assignments successfully and demonstrated an understanding of areas needing improvement and defined areas they needed to change.</p>	<p>Since the students showed continued improvements in this class, no changes are necessary at this time.</p>
SLO #1 (1)	Understand health concerns and know where to find help if needed	<p>Spring 2015: 82% completed the class with a passing grade. I made the Final exam open book and open note which seemed to help with the overall score on the test. With this online course being 9 weeks, the students can become overwhelmed by the amount of material being covered. The remaining 18% either neglected to complete both their quizzes and their</p>	<p>The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade.</p>	<p>There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.</p>
SLO #2	Employ knowledge of good nutritional and weight management	<p>25% of students failed, 75% students meet the goal</p>	<p>The poorer of the students, the poorer of their nutrition (with trash food)</p>	<p>Last semester was 13%.</p>

		Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 99% and for the change paper 70%, a 5% decrease over the last session. six students did not submit the written change paper assignment. Majority of students scored a C or higher on all three portions of this assignment.	The majority of the class (31/49) completed both assignments successfully and demonstrated understanding of areas needing improvement and defined areas to change. I need to figure out how to get them to follow the rubric. Not sure what to do. It is in the syllabus, on the main page of the class, in the instcucor posting area and I send it as an attachment to a class announcement. This does fluctuate from session to session	Of the students who followed the rubric in this session there were high scores. But a large group (18/43) did not follow it or even submit it, which resulted in the decrease in overall scores. Not sure why. Of the 18 six did not complete the assignment and the other 12 did not cover the health reasons for the changes needed. See explanation in indications and pedagogy.
		Students analyzed their day diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 94% and for the change paper 85%. Scores were lower by 4% and 10% respectively from last session. This was due in part, from 13 students not submitting the analysis and 21 students not covering the health benefits section of the change paper. 44/66 students scored a C or better on the change paper. 54/66 scored an A for the analysis.	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. Need to make changes in the lecture and the discussion of the assignment guidelines for the health benefits/consequences section. At this time I will	Based on the detailed rubric, those students who received higher scores, did so because they followed the rubric in the areas emphasised, including the 6 nutritional elements in their change analysis. I will empasize more detail on the health benefits and consequences of change in both lecture and when going over the assignment guidelines.
SLO #2 (2)	Understand the importance of health, health related activities, and a healthy lifestyle.	Spring 2015: 82% of the class turned in their papers for this course and 10% went above and beyond by turning in extra credit papers and assignments. They exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge health. The	The above data suggests that reminders help because students can become overwhelmed. They need some extra help and/or reminders from time to time.	There were no changes made to this assignment from the time it was previously taught. I did remind them of due dates and timelines.
SLO #3	Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.	75% of the students reach the goal	When the job-market is good, the attendance it poor. When the job market is poor, the attendance is better. Stimulate the students motivation would be the kev to start this in the	It was 87% last year

		<p>Not measured as an oral presentation but with a set of survey assignments and a discussion board. Average score for these surveys was 97% and for the discussion was 90%, both of which increased from the last session. Of active students who completed the assignment it was 100%/surveys and 99%/discussion. The majority (45/49)</p> <p>SLO 3 was based on the quality of the paper and presentation. Average score for the paper and presentation was 95%, an increase of 4% over last semester. This was due in part , to 58/66 students receiving a B or higher. Their were 12 F's due to not submitting papers with the required length The added poster observation presentation with a questionnaire to enhance understanding of their knowledge of the effects of drugs on personal health, continued to help improve the assignment. Average score for the poster observations was 100% for the students 55/66 who attended that day. A 9% improvement</p>	<p>As stated last session, in future classes, I will continue to incentivize students to complete all work by tying the letter grades to a combination of percentage scores and completion of all (or most) assignments.</p> <p>This assessment continues to accomplish the intended goals of exhibiting knowledge of drugs and their effects . No changes are warranted at this time.</p>	<p>Analysis of the reason for the increased scores revealed that 46 students chose scored a B or higher compared to the last session, when eight students chose to not do the work because it did not affect their grade negatively. I will continue to tie the letter grades to a combination of % scores and completion of all the</p> <p>Changes are still not needed at this point.</p>
SLO #3 (3)	Identify ways to improve personal health	<p>Spring 2015-80% of the students were successful in turning in their three day meal plan assignment and discussing healthier options. Logging 3 days of meals was very important so that students could evaluate what they needed to eat for a more balanced meal. The remaining 20 % neglected</p>	<p>I have had much success with my 3 day meal plans and I feel it is an integral part of my course. I plan on using it for all the courses to come.</p>	<p>There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.</p>

HEAL 2	SLO #1	To learn the fundamental essentials and values of nutrition from a physiological and psychological perspective as it relates to the human body.	16/18 or 89% of the students successfully completed this overarching assignment with a "C" or higher. 2/18 or 11% of the students did not successfully complete competence levels regarding this SLO.	I will continue to do what I explained as detailed above from a pedagogical perspective.	Performance on my exams were slightly up 2% from last time I taught this course. Each time I administer an exam, I look at the results in the aggregate, but also by each question. If a high percentage of the class (over 50%) misses a certain question, I either rewrite the question, omit it, or change my pedagogy in teaching it for the next time. I have been doing this for the last few times that I have taught this course and it is proving to
			Midterm-20/34 or 59% of students successfully completed the Midterm with a C or higher. 14/34 or 41% failed the exam. 100% of students took the exam in Fall 2014.	I will continue to post reminders about the Midterm due dates each term. In addition, I will post study terms/review terms for the Midterm.	Although the grades were lower in the Fall 2014 class the improvement made was that 100% of the students completed the Midterm. Several posts and emails were sent reminding them of the Midterm due date.
			Midterm- 33/47 or 70% of students successfully completed the Midterm with a C or higher. 7/47 or 15% took the exam but failed it and 7/47 or 15% failed to even take the exam in Spring		
	SLO #1 (1)	Demonstrate an understanding of the skills and abilities necessary to employ sound health strategies which represent the following six dimensions of health: social, emotional, environmental,	The students who received a D or F grade on the above assessments earned these poor grades due to not completing/submitting the assessment or doing poorly on the assessment. The quizzes and the final examination were open book/open notes. I am unsure as to the reason why these students did so poorly on the quizzes and final examination.	I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	Not Applicable- This is my first time teaching this course.

SLO #2	To describe and show an understanding of the roles of proteins, fats, carbohydrates, vitamins, minerals, and water to the overall health of the human body.	16/18 or 89% of the students successfully completed this overarching assignment with a "C" or higher. 2/18 or 11% of the students did not successfully complete competence levels regarding this SLO.	I will continue to do what I explained as detailed above from a pedagogical perspective.	Performance on my exams were slightly up 2% from last time I taught this course. Each time I administer an exam, I look at the results in the aggregate, but also by each question. If a high percentage of the class (over 50%) misses a certain question, I either rewrite the question, omit it, or change my pedagogy in teaching it for the next time. I have been doing this for the last few times that I have taught this course and it is proving to There was a decrease of 4% student success from when the course was previously taught in the Spring 2013.
		Discussion Board 2 on carbohydrates: 31/45 or 69% of students successfully completed with a C or higher. 31% of the students failed to submit the assignment and failed the assignment.	I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. I also need to do more outreach during the first two weeks of class to get students engaged and avoid unnecessary drops. Perhaps hosting a skype session where students get live interaction will also help, this way I can talk to them about the course expectations and answer any questions they may have. Another option is video-ing a	
		Discussion Board 3 on fats: 26/34 or 76% of students successfully completed with a C or higher. 24% of the students failed to submit the assignment and failed the assignment.		
		Discussion Board 4 on protein: 27/34 or 79% of students successfully completed with a C or higher. 21% of the students failed to submit the assignment and failed the assignment.		
SLO #2 (2)	Employ knowledge of good nutritional and weight management techniques.	There were six students who received a D or F grade on the above assessment. Three students did not complete/submit the assessment and the other three students submitted an incomplete assessment due to not reading the directions/assignment	The majority of the students did well on this assignment. I will continue to post in the Instructor's Posting Area and provide more information on how to complete this assignment completely and	Not Applicable- This is my first time teaching this course.

SLO #3	To learn and develop a comprehensive understanding of a well-balanced diet through reading labels and determining one's daily caloric intake.	15/18 or 83% of the students successfully completed this overarching assignment with a "C" or higher. 3/18 or 17% of the students did not successfully complete competence levels regarding this SLO.	As aforementioned, the adaptations I made to enhance student learning worked well. One method that I continue to use is that I can make copies of former student examples that were excellent so in that the students have a template to work from in developing their	Student performance regarding this culminating project was negatively skewed and maintained the performance standards of previous courses that I have taught. Again, I spent pedagogically much more time this term reviewing examples with the students and checked more often for student understanding.
SLO #3 (3)	Exhibit knowledge of the effects of drugs, alcohol, and tobacco.	There were seven students who received a D or F grade on Assignment 8. Two students did not complete/submit the assignment and the other five students submitted an incomplete assignment due to not reading the directions/assignment description correctly and completely. As for Discussion 8, two students did not post a response and one student	I will continue to post in the Instructor's Posting Area and provide more information on how to complete Assignment 8 completely and correctly.	Not Applicable- This is my first time teaching this course.
SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	18/34 or 53% of the students were successful with this assignment.	The instructor will return to the original format of having students submit portions of the assignment on different due dates working towards the end date/submission goal on the final week of class.	There was 15% decrease from when this course was previously taught in Spring 2013. This assignment is an important assignment and requires students to keep track of their diet and analyze nutrients consumed it is a critical part of any Introductory nutrition course. In this course students were not required to submit smaller portions of the assignment throughout the course and it obviously produced lower submission rates. The instructor will return to the original format of having students submit portions of the assignment on different due dates working towards

HIST 1B	SLO #1 (Tomasz)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	The overall discussion results were averaged at 61% for the class (n=14), based on only 8 students who participated on regular basis. Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 80%. Not all students discussed topics on regular demanded basis. This drove averages down. Most average grades for this assignment fell	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning. I hope for BCC to incorporate turnitin.com or other plagiarism check software as an option for all writing assignments.	Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor.
	SLO #1 (Waszak)	Understanding the impact of philosophical movements from the Renaissance to the Enlightenment to revolutionary and economic theories affecting society through the	Students gained an ability to think more critically on relevant questions related to SLO #1	Slight change in that more instruction on selecting better material for the paper assignment be given	
	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 19% (n=9). The average was driven down by 5 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	Rubric for the term paper was provided along with required elements of MLA formatting, sample essay, and source citing information. Continue to share with students the importance of completing the assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance.	Refined research questions and insistence on selecting one to avoid summary reports.

SLO #2 (Waszak)	The significance of the industrial revolution, its evolution, and how the movement shaped the dynamics of capitalism and nationalism as they both came to	Improved performance	Continue but with more creative structuring of exams	Stress more intense review
SLO #3 (Tomasz)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools and teaching strategies.	Class average (total of all quizzes) was 65%. This data indicated that most students are not comfortable with testing (MC or T/F) and fare much better in essays. First and the last quiz indicated poor attendance averaging around 80%. Perhaps motivation, decision to drop, or just testing waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial in these assessment and I presume that most did not have it at their disposal. What I have also noticed was a guess-and-leave approach to tests by students. Most in this category would just guess the answers, complete the test, which scored very low but was attempted, and	Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material.	This semester's HIST 1B was significantly plagued by absenteeism, tardiness, low attendance, and poor turn out. About 30 students dropped or were dropped for non participation. Not sure why. My previous HIST 1B class held at n=24 in Fall but only n=14 this Spring semester.

	SLO #3 (Waszak)	A critical awareness of how western balances of power, state rivalry, imperialism, and political ideology contributed to world conflict, and later to the ascent of	Students showed mastery of the material after careful preparation in class	Much of the same	More critical thinking stressed
HIST 2A	SLO #1 (Feher2)	Basic introduction and comprehension of early United States history.	Average grade was C/B on first three hour exams. Concept paper average was B. Final grade count was 8 As, 12 Bs, 5 Cs, 4Ds and 2 Fs. Many first year students faced challenges in essays and following research paper format guidelines. This is due to lack of preparedness in the lower pre-college levels. With tutoring and exam tutorial help, this gradually improved through	The three media learning approach is successful, but will include more in-depth class discussions following DVDs and videos and also in-class discussions of reading assignments. Many students appear to have reading comprehension issues.	In addition to teaching via lecture, assigned readings and in-class visuals, expanded class discussions were included.

SLO #1 (Lembcke)	Development of critical thinking through case analyses in a historical context.	I have included the data for both CRN's in the same report for Spring since material for both courses was exactly the same. The only difference would be the actual numbers of students involved. The number of students who took the Mid-Term Examination and received a grade was 27 for 40295 and 17 for 40499; Number of students who took the Final Examination and received a grade was 27 for 40295 and 17 for 40499; the number who took both quizzes was 30 for 40295 and 17 for 40499. Four students in 40295 failed to make a passing grade (75%) for the Mid Term, and three failed 40499. No students for 40499 failed the Final. The principle Written Assignment was the selecting a topic from a list of events that were significant in the History of African-Americans, and, to prepare a research paper of 500 or more words for presentation during Black History Month. 13 completed the assignment for 40295, and 11 completed for 40499; The remaining Written Assignments were selected from the three major sections of the course: Colonial and Revolution (1607-1783), Early America (1783-1859) and Civil	Continued emphasis on bringing out capabilities in what appear to be unwilling or unresponsive students must be recognized. Identification of capabilities and interest focusing is necessary to expect overall improvement in classes as a whole.	The number of students receiving A/B grades (19/37, 59%, for 40295; 16/24, 66%, for 40499) shows a lower overall percentage than Fall semester. Students in the C and D range (8/37 for 40295; 3/37 for 40499) continued to show poor standards of both written and oral capabilities. They continue to show an unwillingness to participate and a lack of interest in assignments and activities. I feel we will have this situation with this group unless special interest is applied to them. Consistent attendance is still a factor with this group as well.
SLO #1 (Radzikowski)	Students will be able to analyze and synthesize American History sources to formulate a historical thesis.	The majority of the students were able to develop a thesis statement in their research paper and support their conclusion from historical sources . A small portion (about 10 percent) of the student had problems in citing their sources correctly either in a MLA or APA format.	Will reinforce /incorporate the various internet sites that depict MLA and APA sites	

		<p>The majority of the students were able to develop a thesis statement in their research paper and support their conclusion from historical sources .</p> <p>A small portion (about 15 percent) of the student had problems in citing their sources correctly either in a MLA or APA format.</p>		
SLO #1 (Stanek)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	<p>The overall discussion results were averaged at 73% for the class (n=29). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 93%. Not all students discussed topics on regular demanded basis (about 5). This</p>	<p>Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.</p>	<p>Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor. The overall quality of forum has risen by 2% over the previous semester.</p>
SLO #1A (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis	<p>Assigned readings involved diaries, plantation records, letters and essays written covering eras reviewed. Secondary readings were text based. Group assignments generated much in the area of comprehension of historical data</p> <p>Data collected included essays written analyzing diary and plantation record, sermons, political discourses. Early data indicated poor understanding of primary source importance; later assignments evidenced more in-depth</p>	<p>No significant change in pedagogical approach planned other than acquisition of more primary source materials.</p> <p>Continued testing of SLO in subsequent periods.</p>	<p>Similar results from previous semesters with 1/3rd of comprehension at onset followed by greater than seventy-five percent understanding by semester's end.</p> <p>Supplemental reading list enhanced to greater depth of colonial and Early Republic data pertinent to U.S. history.</p>

SLO #2 (Feher2)	Development of critical reading, writing and thinking skills.	By students preparing assigned research paper with an assigned theme, it allows them to demonstrate their learned class knowledge. Students had to analyze the development of the United States from colonial times, understand the Enlightenment and the Rights of Man and the Rights of Englishmen, the U.S. Constitution and Bill of Rights and the inherent contradictions of the early United States which led to the American Civil War. Most understood these aspects, but some had problems conforming to APA, MLA or Social Science research format. This despite extensive discussion of format in class and a research trip to the library. Again, many students are ill prepared when they arrive at college. Many benefit from learning these skills through a history class. A research	Will have them submit drafts of research paper at mid-semester to ensure they understand formats.	Spent more time introducing them to various research paper formats. Also, teaching them how to use online data bases.
SLO #2 (Lembcke)	Identification of primary vs. secondary sources	The project selected was an analysis of individual and group experiences reported by written observations in available primary sources. Two areas were selected: The American Revolution (1775 – 1783) and the Civil War (1861 – 1865). Identifiable persons and anonymous sources were considered. This analysis was to focus on determining the relevance between what was discovered by these early observations and their affect existing today. Power Point was used to highlight significant points and additional information to stimulate the written analysis. The most popular results were found for the Revolutionary (16/37) and Civil Wars (14/40) for 40295; and (14/24) and (10/24) respectively for 40499. Student	More preparation followed by integration with Power Point to improve overall results must be obtained. Soldier examples from actual experience followed by discussion should produce a more vital project in the future.	Use of Power Point had an effect on primary sources. Power Point produced a greater effect in preparation. Source gathering should improve overall accomplishment.

SLO #2 (Radzikowski)	Students will be able to explain relationships between the causes of historical even in American History and their effects.	<p>The majority of the students were able to identify key individuals associated with the causes, conduct and consequences of the Civil War and Reconstruction.</p> <p>The majority of the students were required in the final exam to identify key individuals associated with the events that led the South to secede from the Union. Specifically the election of 1860.</p> <p>Based on the overall performance of the Hist 2A student body , I am confident that the 3C MODEL allows</p>	<p>None, continue to use the 3 c model to assess the critical thinking skills of the student body</p> <p>None, continue to use the 3 c model to assess the critical thinking skills of the student body</p>
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SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	<p>Most students did well averaging 75% or higher individually. Class average stood at 66% (n=29). The average was driven down by 4 students who did not turn the paper in and earned '0' for the assignment.</p> <p>Most papers failed in properly identifying the research question or hypothesis that could clearly drive a well-researched project. Instead, some of the work reflected a mere summary and not the discussion I was hoping for. In-text citing and referencing was also poorly done. Papers were not submitted through originality report. Also, six (6) students turned in work that was significantly short of required length of 5 pages. This could have been attributed to their lack of</p>	<p>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.</p>	<p>Refined research questions and insistence on selecting one to avoid summary reports. Rubric has been developed and posted along with sample MLA papers and formatting guides.</p>
SLO #2A (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	<p>Use of Taking Sides, a publication detailing counter points of historical issues, is assigned for writing and interpretive purposes. Students then debate these findings in teams evaluating the arguments of each writer. Examinations place students in "first person" historical scenarios; term project asked that resources convey</p>	No change required.	Application and results similar to previous semesters
SLO #3 (Feher2)	Learning critical speaking and presentation of historical facts in class discussion.	<p>Students read various interpretations of historical assessments culled from secondary sources. Some improvement noted in second half of semester through writing and class discussions</p> <p>Initially, many students were shy and worried about participating in class discussions. Once they were made to feel more comfortable and included, more and more willingly and enthusiastically joined in open and candid discussion and reflection about American History.</p>	<p>Supplement course readings with that of library texts should enhance student understanding.</p>	<p>Changes incorporated allowed for greater exposure to statistical data and historiographical readings of various authors of whom different interpretations were often examined/analyzed</p> <p>Increased class discussion and participation opportunities.</p>

SLO #3 (Lembcke)	Effective note-taking strategies	Note-taking improvement continues to be relevant to written assignment performance. The best measurement continues to verify that writing skills, including essays and examinations, are the direct result of note-taking and organization of written work. The following indicates this conclusion for CRN's 40295/40499, respectively:	The Action Plan for Fall may need longer class time to show immediate results without program revisions to allow it. It is worth a try if revisions are possible.	Power–Point did produce an improvement in the A&B levels in both classes, but C&D in both classes remained about the same. Whether we can produce an upgrade using Power Point alone is doubtful – we will have to develop note-taking oriented exercises to bring C/D level up to A/B. Considering the length of individual and course time availability presently, this looks difficult to obtain in the immediate future.
		<p>Students Grade % Of Written Assignments Completed/Total % Of Assignments Assigned and Completed/Total</p> <p>A 10/110/100</p> <p>B 7/864/72</p> <p>C 3/527/45</p> <p>D 1/100/100</p>		
SLO #3 (Radzikowski)	Students will be able to describe historical key individuals and events and explain their significance in historical content	The majority of the students were able to identify key individuals associated with the signing of the Declaration of Independence and its short and long term consequences.	Student enjoy the basic approach to identify key individual and concepts in the 3 c modelit works!	
		The majority of the students were able to identify the major events the young republic faced once it achieved independence ,from internal and external threats.	Student enjoy the basic approach to identify key individual and concepts in the 3 c modelit works!	
SLO #3 (Stanek)	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.	Class average (total of all quizzes) was 86.5%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 80%. Perhaps motivation, decision to drop, or just testing waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial in	Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material.	Not much have changed here from the averages of other classes in this or past semester.

SLO #3A (Vasconcellos)	Recognition of history as cross disciplinary in nature	<p>Research papers asked to examine historical data pertaining to sociological concerns of early nineteenth century. Written assignments in class combed social science readings with historical Data consisted of information gleaned from readings in political science, economics, and sociology as a means of examining historical data across disciplines. Students required to consult outside readings and examine supplemental texts in history that explored socioeconomic and political environs pertinent to U.S. history. Comprehension and relevance were evident during early assignments</p>	<p>Further exploration through cross-disciplinary research for class presentation purposes should expand the depth of the SLO.</p>	<p>First attempt at combing records of sociological/political data of period into classroom analysis.</p>
			<p>Plan to continue with follow-up testing in the area.</p>	<p>Unlike previous semesters applying case studies, supplemental readings directly related to social science disciplines, i.e. readings taken from such text and/or text related materials.</p>

HIST 2B

SLO #1 (1)

Critical thinking
through written
analysis

Of the 35 students that completed the course, 31 turned in research papers. Of this number, 6 students scored 15 points (out of 30 possible) or less on their submissions. This reveals that approximately 19% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This, however, was an improvement from my previous class whereby 33% of the students that turned in research papers needed help in the above noted areas.] Students were allowed 5 extra-credit points if they used at least one primary source in their work (and properly identified their primary source in the text of their work and on their citation page). Of the 31 students that turned in research papers, 16 students attempted to provide a primary source. This reveals that approximately 50% of the students either did not know how to use/locate a primary source, or did not put forth the effort

To assist students in better understanding the differences between primary and secondary sources, I will provide additional helpful websites to the students that give details/information on different types of sources and how to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC book store, as well as on the internet, that provide the student with additional avenues to learn more about how to write a good paper, using the MLA system/format. Finally, I will provide several examples of primary and secondary sources for the students' peruse.

To improve success in this area, I provided MLA resources at the BCC book store, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Additionally, extra-credit points were allowed to the students for the use of a primary source on their research paper. This is in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra-credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. The above noted increase in percentage of students utilizing a primary source (from my last class) reveals that more students are putting forth the effort to utilize a primary source in their work.

Of the 51 students that completed the course, 42 turned in research papers. Of this number, 12 students scored 15 points (out of 25 possible) or less on their submissions. This reveals that approximately 29% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This, however, was an improvement from a previous class whereby 33% of the students that turned in research papers needed help in the above noted areas]. Students were allowed 5 extra credit points if they used a least one primary source in their work (and properly identified their primary source in the rest of the work and on their citation page). Of the 42 students that turned in research papers, 8 students attempted to provide a primary source. This reveals that approximately 80% of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary

To assist students in better understanding the differences between primary and secondary sources, I will provide additional helpful websites to the students that give details/information on different types of sources and how to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC bookstore as well as on the internet, that provide the student with additional avenues to learn more about how to write a good paper, using the MLA system/format. Finally, I will provide several examples of primary and secondary sources for the students' peruse.

To improve success in this area, I provided additional MLA resources at the BCC book store, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Additionally, extra credit points were allowed to the students for the use of a primary source on their research paper. This in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. The above noted decrease in percentage of students utilizing a primary source (from my last class) reveals that fewer students are putting forth the effort to utilize a primary source in their work.

SLO #1 (Feher)	Basic introduction and comprehension emergence of the United States into modernity. The expansion of the United States into the West, the closing of the American Frontier, the rise of the United States as a global power and the intended and unintended consequences of that rise.	Most students were well prepared for class and examinations and did well on exams, As and Bs.	The three media learning approach is successful, but will include more in-depth class discussions following DVD. Students have global experience and are willing to share thoughts and facts.	In addition to teaching via lecture, assigned readings and in-class visuals, expanded class discussions were included.
SLO #1 (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis.	Data collected included essays written analyzing diary and plantation record, sermons, political discourses. Early data indicated poor understanding of primary source importance; later assignments evidenced more in-depth	Continued testing of SLO in subsequent periods.	Supplemental reading list enhanced to add greater depth post-Civil War and Reconstruction readings.
SLO #2 (1)	Knowledge of reading, writing, and proper note taking for success in history classes. Students will demonstrate their critical thinking ability through analyzing historical scholarship appropriate to course content.	After a review of student discussion question responses and discussion board postings, it is believed that most (at least 95%) students in the class possessed the aptitude and knowledge to apply what they learned through reading and reviewing chapters, lectures, discussion questions, and videos required for the course, to include tests/assignments and responding to their peers on the discussion board. The remaining 5% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests.	My plan for next semester is to continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the discussion page). Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the course home page. I will continue to provide a study	I have provided increased reminders and information on the Instructor's Posting area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students' posts for each weekly discussion period. I find that this keeps the students more interested in posting future posts, when they see a more vested interest from the instructor in their posts and questions they pose in their posts. Finally, I provided a study guide for the final (as week or so prior to the final testing period). I have noticed a marked increase in student participation on the discussion board (approx. 25% more than my last

		<p>After a review of student Discussion Question responses and Discussion Board postings, it is believed that most (at least 97%) students in the class possessed the aptitude and knowledge to apply what they learned through reading and reviewing chapters, lectures, discussion questions, and videos required for the course, to include tests/assignments and responding to their peers on the Discussion Board. The remaining 35% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests.</p>	<p>My plan for next semester is to continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the Course Home Page. I will continue to provide a study</p> <p>Will develop special discussion hours for the class.</p>	<p>I have provided increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students' posts for each weekly discussion period. I find that this keeps the students more interested in posting future posts, when they see a more vested interest from the instructor in their posts and questions they pose in their posts. Finally, I provide a study guide for the Final (as week or so prior to the Final testing period). I have noticed a marked increase in student participation on the Discussion Board (approximately 30% more than my Spent more time on lecture and class discussions on technology and science, as students maintain they enjoy these activities.</p>
SLO #2 (Feher)	Development of critical reading, writing an thinking skills.	<p>By students preparing assigned research paper with an assigned theme, it allows them to demonstrate their learned class knowledge. They are assigned a collection of declassified documents regarding the development of the atomic bombs and must defend their position on whether use of the bombs against Japan was justified. A research paper makes them think about what they learn in class from reading, lectures and multi-media presentations and the role of science</p>		
SLO #2 (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	<p>Use of Taking Sides, a publication detailing counter points of historical issues, is assigned for writing and interpretive purposes. Students then debate these findings in teams evaluating the arguments of each writer. Examinations place students in "first person" historical scenarios; term project asked that resources convey</p>	No change required.	<p>Application and results similar to previous semesters: over 3/4ths of student population understood the importance of objective assessment through discourse and written application.</p>

SLO #3 (1)	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	I have (as noted earlier) instructed students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra-credit points for those students that provide and properly use and list a primary source in their research papers and citation page. Finally, I have provided several sites on my course home page that assist the students in the construction of their research papers. I have noted that approximately 97% of students provided the required 5 sources. It was also noted that approximately 50% of students attempted to utilize a primary source in their work. Approximately 97% of students' papers had at least 5 or more pages (as	See section 10 above...
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		See SLO #1	<p>The overall percentages are positive in that they reveal that more students are completing the assigned task (research paper). I will continue to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the instructor's posting area. This will help ensure that each student understands what is expected of them when constructing their research papers; and, allow those students looking at earning extra credit points and avenue to do so (by utilizing a primary source(s) in their research papers). I will, as noted in SLO #1, provide the students with additional MLA "how to"</p>	<p>I have (as noted earlier) instructed students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra credit points for those students that provide, and properly use and list, a primary source in their research papers and citation page. Finally, I have provided several sites on my course home page that assist the students in the construction of their research papers. I have noted that approximately 95% of students provided the required 5 sources. It was also noted that approximately 97% of students' papers had at least 5 or more pages (as required). Approximately 3% of the students' increased class discussion and participation opportunities.</p>
SLO #3 (Feher)	Learning critical speaking and presentation of historical facts in class discussion.	Many students have world experience, as these are military personnel. Students enjoy sharing and I plan to offer them more opportunities in future. Students explained their views on various American history topics.	<p>Many students came forward at the end of the semester and said they enjoyed class discussions and discussion of visual materials and these helped reinforce information for them. I plan to include more class discussions and interactions in future. I plan to expand class discussion of such topics as the Turner thesis, the rise of Big Business, the roles of industrialization, immigration and urbanization in the shaping of the United States. Also, expand American and Middle</p>	
SLO #3 (Vasconcellos)	Recognition of history as cross disciplinary in nature	Research papers asked to examine historical data pertaining to sociological concerns of late nineteenth and early twentieth centuries. Written assignments in class combined social science readings with	<p>Further exploration through cross-disciplinary research for class presentation purposes should expand the depth of the SLO.</p>	

HIST 8A	SLO #1	Analyze the motivations, personalities, achievements and failures of major historical personages from the dawn of humans to the present.	Students scored an average of 94% on the questions. Two students (the only two students who took the final exam) scored 15 out of a possible total of 16 points on those questions. Both students met the 70% benchmark.		
	SLO #1A	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	The overall discussion results were averaged at 70% for the class (n=20). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 95%. Not all students discussed topics on regular demanded basis. This drove averages down. Some just simply	Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.	Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor. Instructor's attention has been stressed on sourcing and authorship of the sources (e.g. No history.coms as citations)
	SLO #2	Review and discuss important historical problems and decide on possible solutions and alternatives from the dawn of humans	Both students that took the final exam met the 70% benchmark. They averaged 85% on the long response question (37 out of a possible total of 40 points on that question).	No changes needed, as target was met.	More detail in lecture notes.
	SLO #2A	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 70% or higher individually. Class average stood at 65% (n=20) 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	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	Refined research questions and insistence on selecting one to avoid summary reports.

SLO #3	Evaluate the lessons of history from the dawn of humans to the 14th Century 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	Both of the students that took the final exam met the 70% benchmark. Both students scored 75% on that response.	No changes needed, as the target was met.	More detail in lecture notes on these issues.
SLO #3A	Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.	Class average (total of all quizzes) was 68%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 70-80%. Perhaps motivation, decision to drop, or just testing the waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial in these assessment and I presume that most did not have it at their disposal. The overall average would have been around 72% if all students completed the final proctored exam. I believe that the procrastination and	Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material.	Not much have changed here from the averages of other classes in this or past semester.

HIST 8B	SLO #1	Analyze the motivations, personalities, achievements and failures of major historical personages from the 14th Century to the	Students got 69% of the questions correct. 24 students answered all 5 questions on the final exam, for a total of 120 attempts, with 83 correct answers in those 120 attempts.	I can insert more detail in my lecture notes when covering these topics, although we were very close to the target.	More detail was inserted in the lecture notes.
	SLO #2	Review and discuss important historical problems and decide on possible solutions and alternatives from the 14th Century to	83% of the questions were answered correctly. 24 students took the final exam, and answered all 6 of those questions that were used for this SLO, for 144 questions total. 119 of the answers were correct.	No changes needed, as target was met.	More detail in lecture notes.
	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	86% of the questions were answered correctly. 24 students answered all 5 questions. 103 of the questions were answered correctly out of a total of 120.	No changes needed, as the target was met.	More detail in lecture notes on these issues.
HOME 2	SLO #1 (A)	Interpret the nutrition information and terminology found on food labels.	Assignment/exercise had an average score of 94% (34/34 students received a C or better) a 1% increase over last semester. This increase was due to 31/34 students receiving a B or higher for the assignment. Compared to 6 students receiving a C last semester, this showed the data positively.	The assignment measured what it was supposed to and indicated a all (34/34) of the students did understand , how to read and interpret nutrition labels. As stated above not changes are needed at this time.	Based on the majority (31/34) of the students scoring a B or better, there are no changes warranted at this time.

SLO #2 (A)	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 students who completed the paper was 82% (29/34 received a C or higher), a 5% decrease over last semester. This was primarily due to five students receiving less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed. 29 students received a B or higher.	Have continued to emphasize the rubric in communications and the class site as it appears to have been successful. Have continued to implement a change in what is needed in the assignment. The analysis and the change paper are required, to receive points for either. An all or none scoring value. This has given more incentive to complete the essay. I will emphasize the health reasons for change in the lessons and I will continue to provide a more in-depth lecture for each of these sections and believe it has helped overall low scores but the B scores dropped this semester . I will continue to address these two chapters with more depth. It appears the protein/Amino Acid chapter continues to be the most difficult (least comprehended) for the last three semesters. Still unsure at this time, what to do. Based on the essay results, it is clear they understand the importance of limiting fats and that protein/dairy products may be a major factor in increased saturated fats and the resulting long term health concerns. Even though no specific questions/topic appear to be a	The Students who followed the rubric, had higher scores (29/34). Will continue to emphasize the essay rubric in class communications and the class site, as it appears to have been successful.
SLO #3 (A)	Distinguish between the types of dietary fatty acids and lipids, complex and simple carbohydrates and complete and incomplete protein and how they affect our diet.	Based on quizzes 2 and 3 average scores were 82% and 83% respectively. The change paper interpretations were also used. These were an increase of 0% and 4% respectively as compared to last semester. Quiz 2; 28/34 received a C or higher. Quiz 3; 30 received a C or higher.	I will continue to provide a more in-depth lecture for each of these sections and believe it has helped overall low scores but the B scores dropped this semester . I will continue to address these two chapters with more depth. It appears the protein/Amino Acid chapter continues to be the most difficult (least comprehended) for the last three semesters. Still unsure at this time, what to do. Based on the essay results, it is clear they understand the importance of limiting fats and that protein/dairy products may be a major factor in increased saturated fats and the resulting long term health concerns. Even though no specific questions/topic appear to be a	It appears more of this semester's students did better overall on quiz 3 (Lipids/Fats and Protein/Amino acids), improving the class average by about 4% on that particular quiz. No quiz questions were missed by more than 50% of students. Four (4) of the students still didn't have their books for the first four weeks which is important for the quizzes. I still have not figured out how to overcome this, since the syllabus clearly indicates they should have it by the end of the first week. All stated, it was due to waiting on financial aid checks or poor delivery service.

HUMA 1	SLO #1	Explain the impact of the arts on society and self.	<p>-41/44 students completed the final exam; among this number, the passing ratio was 90%</p> <p>-93% of students demonstrated satisfactory levels in regards to this SLO</p> <p>-7% of students did not demonstrate satisfactory levels in regards to this SLO</p>	<p>The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. I will continue to evaluate myself to ensure that my pedagogical practices remain flexible to best meet the needs of the students.</p>	No changes were made from previous results
	SLO #2	Identify the unique characteristics of a specific form of art studies in class.	<p>7 Actual Enrollment</p> <p>7 Final Enrollment</p> <p>6 (85.7%) passed with 70% or better [70%-79% (1); 80%-89% (8); 90%-100% (3)]</p> <p>Pass rate attributed to high student participation and active learning practiced in class to achieve goals</p> <p>All students fully participated in these very important assessments</p>	<p>The data indicates that the current material and teaching techniques are working well.</p>	No changes made.
	SLO #2 (Spring 15)	Understanding art, literature, etc. as reflections of life & society	All but 3 students passed with C or better	<p>The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.</p> <p>Satisfactory—no changes planned</p>	No changes were made from previous results
	SLO #3	Compare and contrast art forms being studied in class and the relevant historical or cultural influences.	<p>-36/44 students successfully completed the Term Paper Assignment</p> <p>-82% of students demonstrated satisfactory levels in regards to this SLO</p> <p>-18% of students did not demonstrate satisfactory levels in regards to this SLO</p> <p>7 Actual Enrollment</p> <p>7 Final Enrollment</p> <p>6 (85.7%) passed with 70% or better [70%-79% (1); 80%-89% (8); 90%-100% (3)]</p> <p>Pass rate attributed to high student participation and active learning practiced in class to achieve goals</p>	<p>The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. However, I plan to be more proactive in posting announcement reminders of this assignment.</p> <p>The data indicates that the current material and teaching techniques are working well.</p>	No changes were made from previous results
					No changes made.

HUMA 4	SLO #1	Analyze the motivations, personalities, achievements and failures of major film art personages from 1900 to the present.	Enrolment: 14 (78.57%) Passed with 70% or Better [70%-79% (1); 80%-89% (1); 90%-100% (9)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (21.43%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (0)]	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	SLO #1 (Waszak)	An understanding of the importance of the cinematic arts to modern society	Substandard grade rate is attributed to Research was assessed based on showing many diverse perspectives.	The same.	Offer better supervision of assignments
	SLO #2	Review and discuss important film art issues and decide on possible solutions and alternatives from 1900 to the present.	Enrollment: 14 (78.57%) Passed with 70% or Better [70%-79% (1); 80%-89% (1); 90%-100% (9)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (21.43%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (0)]	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	SLO #2 (Waszak)	The significance of early film-making (including the silents), its evolution, and how these examples shaped the techniques and	Substandard grade rate is attributed to low student participation in learning Good result from the data collected	Continue the same.	Better crafting of the examination process.

	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.	Enrollment: 14 (78.57%) Passed with 70% or Better [70%-79% (1); 80%-89% (1); 90%-100% (9)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (21.43%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (0)] Substandard grade rate is attributed to low student participation in learning	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	SLO #3 (Waszak)	An awareness of film composition, editing and production (and distribution) practices	More creative result from the projects assigned.	Continue but expand on plan.	Slight
HUMA 5	SLO #1	Communication - The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in ...	34 students fully participated in these very important activities.	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results
			47 students fully participated in these very important activities.	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results
	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 ...	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.	

			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	94% of students fully engaged in these very important dialogues	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results
			96% of students fully engaged in these very important dialogues	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results
	SLO #3 (Spring 15)	Understanding myths of various cultures & effect in forming those	All but one student passed with C or better	No changes seem warranted	
MATH 1	SLO #1	Demonstrate the ability to solve problems as listed in the objectives.	15 students took the final exam. Of those, 15 achieved a grade of C or better [100.0%]	Things seem to be going well, but more variety and new ideas can always be implemented. I will seek them. The numbers usually are slightly better for higher level math courses	No appreciable changes.
	SLO #2	Demonstrate the ability to analyze multiple representations of problems and the connections between such	16 students took exam 4. Of those, 14 achieved a grade of C or better [92.3%]	Things seem to be going well, but more variety and new ideas can always be implemented.	Minor changes.
	SLO #3	Demonstrate the ability to apply appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and	13 students took exam 3. Of those, 13 achieved a grade of C or better [100.0%]	Things seem to be going well, but more variety and new ideas can always be implemented.	More proofs were used this semester.

MATH 101	SLO #1	<p>Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on whole numbers, fractions, decimals, and signed numbers, one-step equations in a single variable, and</p>	<p>Exam 1: Of the 21 students, 20 students completed the assessment, 1 student did not complete the assessment, 13 or 65% students were successful with a "C" or higher, 7 or 35% of the students did not pass the assessment.</p>	<p>Students with deficit in math had the opportunity to be guided one-on-one by classmates and by the instructor. I plan to continue using cooperative learning where students can be placed in appropriate groups. Also, I am planning to continue using class discussions where students can explain their understanding in solving math problems. I consider having students discuss their understanding to</p>	<p>I used quizzes after each lecture to involve the student cooperation between classmates in the classroom. Also, I added word problems that involve these basic skills in applications outside of the classroom.</p>
			<p>In Exam 1 84% of the class passed the exam with a 70% or higher. Only 16% of the students that took the exam did not passed Exam 1.</p>	<p>The data indicates that only 84% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making connections in how signed numbers are used in real life applications is one way I plan to</p>	<p>There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.</p>
			<p>In Exam 1 85% of the class passed the exam with a 70% or higher. Only 15% of the students that took the exam did not passed Exam 1.</p>		
	SLO #1A (Vartanian)	<p>Demonstrate the ability to perform arithmetic operations on whole</p>	<p>Above Average: 100%, Average: 0%, Below Average: 0%</p>	<p>Encourage class attendance and timely complete the homework assignments.</p>	
			<p>Above Average: 100%, Average: 0%, Below Average: 0%</p>	<p>Encourage class attendance and timely complete the homework assignments.</p>	<p>Instructed the students to attend class and complete the weekly assignments</p>

SLO #2	<p>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</p>	<p>Exam 3: Of the 21 students, 15 students completed the assessment, 6 students were dropped after the first census, and 15 or 100% students were successful with a "C" or higher.</p>	<p>Students with deficit in math had the opportunity to be guided one-on-one by classmates and by the instructor. Students demonstrated improvement doing operation with whole numbers and fractions. I plan to continue using cooperative learning where students can be placed in appropriate groups and are using several of representations to solve math problems. I consider having students discuss their understanding using various</p>	<p>I used quizzes after each lecture to involve the student cooperation between classmates in the classroom and word problems that involve these basic skills in applications outside of the classroom. Also, I included perimeter and area problems that involved a figure.</p>
		<p>In Exam 3 82% of the class passed the exam with a 70% or higher. Only 17% of the students that took the exam did not pass Exam 3.</p>	<p>The data indicates that only 82% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an</p>	<p>There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.</p>
		<p>In Exam 3 87% of the class passed the exam with a 70% or higher. Only 13% of the students that took the exam did not passed Exam 3.</p>	<p>The data indicates that only 87% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an</p>	<p>There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.</p>
SLO #2 (Vartanian)	<p>Solve percent, ratio, proportion and application</p>	<p>Above Average: 100%, Average: 0%, Below Average: 0%</p>		

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	<p>Above Average: 100%, Average: 0%, Below Average: 0%</p> <p>Exam 4: Of the 21 students – 12 students completed the assessment, 3 students did not complete the assessment, 6 students were dropped after the first census, and 12 or 100% students were successful with a “C” or higher.</p> <p>In the Final Exam 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not pass the Final Exam.</p> <p>In the Final Exam 83% of the class passed the exam with a 70% or higher. Only 17% of the students that took the exam did not passed the Final Exam.</p>	<p>Encourage Class attendance and timely complete the homework assignments.</p> <p>In the future I plan to integrate technology into the curriculum when appropriate. I plan to implement new technology currently used to solve mathematical problems and encourage students to analyze and evaluate mathematical concepts using technology.</p> <p>The data indicates that only 80% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan to guide students with the use of technology by</p> <p>The data indicates that only 83% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan to guide students with the use of technology by</p>	<p>Instructed the students to attend class and complete the weekly assignments</p> <p>I spent more lecture time explaining step by step on problems for study guide to prepare students for tests. I used power point presentations to provide visual illustrations to evaluate mathematical problems and concepts. I added more technology in the classroom.</p> <p>There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.</p> <p>There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.</p>
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	SLO #3 (Vartanian)	Demonstrate a fundamental understanding of prime factorization, rounding, estimating, sums, difference, products, and quotients.	Above Average: 100%; Average: 0%; Below Average: 0%		
			Above Average: 100%; Average: 0%; Below Average: 0%	Encourage class attendance and timely complete the homework assignments.	Instructed the students to attend class and complete the weekly assignments
MATH 2	SLO #1	Graph data using calculator/computer software.	35/35 students earned an 80% or higher on the graphing assignment	I will continue this method again next term to see if I can get the same results or better.	I liked using this one assignment to assess students' knowledge of graphing. Better than one question
	SLO #1 (Vartanian)	Students shall demonstrate the ability to organize and analyze data graphically; understand and apply descriptive statistical measures	Above Average: 59%, Average: 25%, Below Average: 16%	Encourage class attendance and timely complete the homework assignments.	
			Above Average: 90%, Average: 10%, Below Average: 0%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion	
	SLO #2	Perform tests of hypothesis and confidence limits.	20 out of 30 students, or 66.7% of students who took the Final Exam correctly answered these questions with a "C" or better.	Next semester will include a separate assignment that specifically targets this SLO. I will work with students more closely to emphasize the importance of completing all	No changes were made this semester.
	SLO #2 (Vartanian)	Students shall demonstrate the ability to perform simple linear regression analysis for estimation, inference, and	Above Average: 59%, Average: 25%, Below Average: 16%	Encourage class attendance and timely complete the homework assignments.	

		Above Average: 75%, Average: 25%, Below Average: 0%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion	
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 – 5 students; B – 11 students; C – 10 students; D – 3 students; F – 1 students (not including the 5 students who did not take the final exam) 86.7% of the 30 students who completed the course (completed all assignments, including the final exam) passed.	Last semester had a 96.4% pass rate. This semester's 86.7% is almost 10 percentage points lower than last semester (not including students who did not complete the final exam). Next semester I will continue to work with students 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.
SLO #3 (Vartanian)	Students should demonstrate the ability to compute probabilities by modeling sample spaces and applying rules of permutations and combinations, additive and multiplicative laws	74.3% of students who remained Above Average: 59%, Average: 25%, Below Average: 16%	Encourage class attendance and timely complete the homework assignments.	
		Above Average: 75%, Average: 25%, Below Average: %	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion	

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

12/16 score at/above 75% The results were ok. I expected better since many of the students recently completed Math 55. The student outside of school responsibilities seem to a lot for them.

Next time I teach the class, I want to use more structured word problems that will require prepared work sheets before lectures. The Power points are good but there are also good problems in the sections that should be covered too. I need to provide graph paper for certain lessons.

My last class did better but 10 of these students started with me in 101 in the fall and they have improved greatly.

22/31 students passed this assessment, that is 71% of the students. 9/31 students didn't pass this SLO, that is 29% due to errors in calculations.

23/32 students passed this assessment, that is 71.9% of the students. 9/32 students didn't pass this SLO, that is 28.1% due to errors in calculations.

Sect 40209: 43 students took the final exam. Of those, 43 achieved a grade of C or better [100.0%]

Sect 40358: 39 students took the final exam. Of those, 34 achieved a grade of C or better [82.9%]

Combined: 82 students took the final exam. Of those, 77 achieved a grade of C or better [93.9%]

I plan to be more aggressive next time, encourage my students to use the lectures more often and practice the problems in the book as well. I plan to be more aggressive next time, encourage my students to use the lectures more often and practice the problems in the book as well. Things seem to be going well, but more variety and new ideas can always be implemented. I will seek them. The numbers usually are slightly better for higher level math courses.

I have been keeping my students updated more, on how they have been doing and what they need to work on. Even though the target was met, it did not bring in as high results I have been keeping my students updated more, on how they have been doing and what they need to work on. Even though the target was met, it did not bring in as high results No appreciable changes.

SLO #1 (Weis)	Perform operations with rational functions including asymptotes and graphing. This objective is under Test 3.	Of the 18 out of 22 students completed the test. 15 out of 18 students successfully completed the assignments with a score of "C" 75% and better. Of those who completed the course, it was evident that students who utilizing their textbook, lecture notes, participated in the weekly discussion on Moodles and	New Discussion topics on Moodle.	I used both Moodle for the weekly discussion topics and MYMATHLAB for the class assignments. Students are required to use both Barstow Moodle and MYMATHLAB to complete all their assignments.
SLO #2	Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on the objectives that may include; polynomial, exponential, and logarithmic	11/16 scored at/above 75%. The results were excellent because 100% of the students passed the final—but below 75%. The student who were low got extra help from others and the practice text really helped	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.	My last class did better but 10 of these students started with me in 101 in the fall and they have improved greatly.
		22/31 students passed this assessment, that is 71% of the students. 9/31 students didn't pass this SLO, that is 29% due to errors in calculations. 27/32 students passed this assessment, that is 84.4% of the students. 5/32 students didn't pass this SLO, that is 15.6% due to errors in calculations.	I plan to be more aggressive next time, encourage my students to use the lectures more often and practice the problems in the book as well. I plan to be more aggressive next time, encourage my students to use the lectures more often and practice the problems in the book as well.	I have been keeping my students updated more, on how they have been doing and what they need to work on. Even though the target was met, it did not bring in as high results I have been keeping my students updated more, on how they have been doing and what they need to work on. Even though the target was met, it did not bring in as high results

		<p>Sect 40209: 39 students took exam 4. Of those, 36 achieved a grade of C or better [92.3%]</p> <p>Sect 40358: 41 students took exam 4. Of those, 34 achieved a grade of C or better [82.9%]</p> <p>Combined: 80 students took exam 4. Of those, 70 achieved a grade of C or better [87.5%]</p>	<p>Things seem to be going well, but more variety and new ideas can always be implemented. I believe that the usual schedule (Section 40209) was more beneficial than the class that only met once per week (Section 40358).</p>	<p>Minor changes.</p>
SLO #3	<p>Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator, scientific calculator, graphing calculator</p>	<p>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 of equations.</p>	<p>I want to use more DII strategies in class. I want the students to feel like they can teach the material to others. We found an app for the droid phone that emulates a ti-84. This saved many money and increased our calculator use and understanding.</p>	<p>My last class did better but 10 of these students started with me in 101 in the fall and they have improved greatly.</p>
		<p>28/31 students passed this assessment, that is 90.3% of the students. 3/31 students didn't pass this SLO, that is 9.7% due to errors in calculations.</p> <p>30/32 students passed this assessment, that is 93.8% of the students. 2/32 students didn't pass this SLO, that is 6.2% due to errors in computations.</p>	<p>I plan to continue to use the same methods as this semester as it brought in a great success.</p> <p>I plan to continue to use the same methods as this semester as it brought in a great success.</p>	<p>I have been encouraging the students to practice more at home and use more web-based tutorials. It has helped tremendously. The students did great on this SLO.</p> <p>I have been encouraging the students to practice more at home and use more web-based tutorials. It has helped tremendously. The students did great on this SLO.</p>

		<p>Sect 40208: 40 students took exam 3. Of those, 33 achieved a grade of C or better [82.5%]</p> <p>Sect 40208: 35 students took exam 3. Of those, 31 achieved a grade of C or better [88.6%]</p> <p>Combined: 75 students took exam 3. Of those, 64 achieved a grade of C or better [85.3%]</p>	<p>Things seem to be going well, but more variety and new ideas can always be implemented.</p>	<p>This is “catching up” with the other two SLOs. More efforts were made to keep students from getting complacent at this point.</p>
	SLO #3 (Weis)	<p>Solve systems of equations in two and three variables by various methods including nonlinear systems and partial fractions. This objective is under</p>	<p>17 out of 22 students completed the test. . 16 out of 22 students successfully completed the assignments with a score of “C” 70% and better. With all the tools came with this objective, it showed the students mastered the objective. The class median is 84%.</p>	
	SLO #3A (Weis)	<p>Simplify, perform operations with, and graph functions including combining functions and inverse functions. This objective is under Test 2 in</p>	<p>20 out of 22 students completed the test.</p> <p>13 out of 20 students successfully completed the assignments with a score of “C” 70% and better. The data show that the students are struggling to meet the objective in the test. The</p>	
MATH 4A	SLO #1	<p>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</p>	<p>In Exam 1 70% of the class passed the exam with a 70% or higher. Only 30% of the students that took the exam did not passed Exam 1.</p>	

	SLO #2	Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such.	In Exam 3 only 80% of the students that took the exam passed the exam with a 70% or higher score. Only 20% of the students that took the quiz did not pass and met SLO 2.	The data indicates that only 80% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an	No changes were made to previous assessment.
	SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.	In Chapter 1 Quiz only 60% of the students that took the quiz passed the quiz with a 70% or higher score. All students that are enrolled in the course took the quiz and 40% of the students did not pass and met SLO 3.	The data indicates that only 60% of the class passed Chapter 1 quiz in which SLO 3 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. Many do not have the adequate technology instruments to do advance math concepts covered in Math 4a. I plan to guide students with the use of	This is the first semester teaching Math 4A and no changes from previous assessments have been done.
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	Four students were enrolled in the course. An average of 70% (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, only completed 2/3 of the 36 HW assignments. Even though I indicated to this student the importance of HW, he did not complete the assignments... I consider this student an "outlier"	This is the 2nd time the instructor has taught this course so no complete comparisons can be made.

	SLO #2	Representations/con nections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the	A 72 % average were obtained for this SLO.	No changes except the importance of the completion of HW assignments	No changes will be made due to the small size of the class and that this was the 2nd time the instructor has taught the course.
	SLO #3	Technology: The student will demonstrate the ability apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and	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.	No major changes will be made except in- class problems will be given for the students to work on during class time versus my doing the problem on the white board.
MATH 50	SLO #1	Problem Solving: Student will demonstrate the ability to solve level appropriate problems that may include; operations on signed numbers, several step equations and inequalities in a single variable, operations on polynomials (emphasis on factoring), integral exponents and	28/35 students passed this assessment, that is 80% of the students. 7/35 students didn't pass this SLO, that is 20% due to errors in calculations.	The above shows that the extra effort and feedback provided to the students helped them improve and do better in their homework and exams. For next time I plan to provide feedback more aggressively and reach out to all the students.	Changes made: more examples, more homework, more student follow-ups.
			Based on the final exam results, 21 out of 26 (81%) students successfully demonstrated understanding of SLO #1. Five (5) active students didn't take the final exam.	Students are to be reminded again on the importance of SLO #1. Also, students are to be reminded to attend all classes, and not to miss any.	Students were encouraged to attend all classes. More emphasis and class time were devoted on SLO #1 topic.

<p>Based on the final exam results, 21 out of 26 (81%) students successfully demonstrated understanding of SLO #1. Five (5) active students didn't take the final exam. Data was collected from 5 appropriate problems from the final exam. The problems that were selected for SLO #1 demonstrated comprehension of the concept 46.7% of the time.</p>	<p>Students are to be reminded again on the importance of SLO #1. Also, students are to be reminded to attend all classes, and not to miss any. This class was lacking in good students and should be considered an outlier. Six students completed the final exam, of which four were focused and attended regularly. I will be making major changes to this course, including using the web-based program MyMathLab for homework, quizzes and study materials. When using MyMathLab, students tend to do a lot more homework. I will also be phasing out much of the material on moodle. Students were very resistant to the</p>	<p>Students were encouraged to attend all classes. More emphasis and class time were devoted on SLO #1 topic. A bigger emphasis was put on homework, to no avail. I also attempted to show more representations of various problems.</p>
<p>In Exam 1 78% of the class passed the exam with a 70% or higher. Only 22% of the students that took the exam did not pass Exam 1.</p>	<p>The data indicates that only 78% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making connections in how integral exponents are used in real life applications is one way I plan to</p>	<p>There were slight changes made from previous assessment. More class discussions, and more free response questions were added and less multiple choice questions were eliminated.</p>
<p>In Exam 1 81% of the class passed the exam with a 70% or higher. Only 19% of the students that took the exam did not pass Exam 1.</p>	<p>The data indicates that only 81% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making connections in how integral exponents are used in real life applications is one way I plan to</p>	<p>There were slight changes made from previous assessment. More class discussions, and more free response questions were added and less multiple choice questions were eliminated.</p>

		In Exam 1 83% of the class passed the exam with a 70% or higher. Only 17% of the students that took the exam did not pass Exam 1.	The data indicates that only 83% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making connections in how integral exponents are used in real life applications is one way I plan to Encourage class attendance.	There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.
SLO #1 (Vartanian)	Solve applied problems by defining variables, writing equations, solving equations, finding solutions and interpreting the results	Above Average: 80%; Average: 20%; Below Average: 0%		
SLO #1 (Weis)	Add, subtract, multiply and divide signed numbers. This objective is under Test 1.	18 out of 18 students took the test and passed with an average of 70% and above. The students in this class performed at 100% success level on the SLO # 1 objective.	Keep more contact with the students. Reinforced the materials by quizzes as the weekly discussion topics in Moodle and MYMATHLAB.	
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	34/35 students passed this assessment, that is 97% of the students. 1/35 students didn't pass this SLO, that is 3% due to an error in calculation.	The above shows that because of more examples, the students were able to understand the concepts better and do better at association. For next time I plan to provide feedback more aggressively and reach out to all the students.	Changes made: more examples, more homework, more student follow-ups.

Based on a written test (Test #1), 27 out of 30 (91%) students successfully demonstrated understanding of SLO #2.	Continue on applying the three items listed above in question/item #11. It did bring the success rate from 76% to 91%.	<ul style="list-style-type: none"> • More lecture time was spent on the topic concerning SLO #2. • Students were strongly encouraged to attend the class when the topic in SLO #2 was covered. • Students were strongly encouraged to seek help in understanding the topic in SLO #2.
Based on a written test (Test #1), 27 out of 30 (91%) students successfully demonstrated understanding of SLO #2.	Continue on applying the three items listed above in question/item #11. It did bring the success rate from 76% to 91%.	<ul style="list-style-type: none"> • More lecture time was spent on the topic concerning SLO #2. • Students were strongly encouraged to attend the class when the topic in SLO #2 was covered. • Students were strongly encouraged to seek help in understanding the topic in SLO #2.
Data was collected from 3 appropriate problems from the final exam. The problems that were selected for SLO #2 demonstrated comprehension of the concept 33.3% of the time.	MyMathLab should have a significant effect on students' ability to graph equations. They will have many more visual examples and homework problems where they will be graphing lines and points using a mouse, instead of graphing lines	The graphing problems were especially difficult for the students who were not focused and did not attend regularly.
In Exam 3 75% of the class passed the exam with a 70% or higher. Only 25% of the students that took the exam did not passed Exam 3.	The data indicates that only 75% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an	There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.

		In Exam 3 77% of the class passed the exam with a 70% or higher. Only 22% of the students that took the exam did not passed Exam 3.	The data indicates that only 77% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an	There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.
		In Exam 3 79% of the class passed the exam with a 70% or higher. Only 21% of the students that took the exam did not passed Exam 3.	The data indicates that only 79% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an	There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated.
SLO #2 (Vartanian)	Use appropriate forms of linear equations to identify slope, intercepts and to graph lines. Find slope and find equations from given points and	Above Average: 80%, Average: 20%, Below Average: 0%	Encourage class attendance.	
SLO #2 (Weis)	Solve linear equations and inequalities in one variable. This objective belonged	16 out of 18 students took the test and passed with an average of 70% and above. The students in this class performed at 89% success level on the SLO # 2 objective.	I would like to continue quizzes the students on the materials using the weekly discussion topics in Moodle and MYMATHLAB.	

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,	<p>30/35 students passed this assessment, that is 86% of the students. 5/35 didn't pass this SLO, that is 14% due to non-submission.</p> <p>Based on a written test (Test #3), 25 out of 28 (89.3%) students successfully demonstrated understanding of SLO #3.</p> <p>Data was collected from 3 appropriate problems from the final exam. The problems that were selected for SLO #2 demonstrated comprehension of the concept 100% of the time.</p> <p>In the Final Exam 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not pass the Final Exam.</p>	<p>The results show better understanding on how to use calculators to do math. Next time, I will continue to reach out to the students and provide this helpful websites and maybe even videos.</p> <p>Continue on applying the three items listed above in question/item #11. It did bring the success rate from 75.9% to 89.3%.</p> <p>MyMathLab will also help out with calculator work. Assigned problems often contain large numbers, where computations cannot be made mentally. Students will be forced to use a calculator regularly. The data indicates that only 80% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan to guide students with the use of technology by</p>	<p>Changes made: gave my students websites that aid in teaching how to use calculators.</p> <ul style="list-style-type: none"> • More lecture time was spent on the topic concerning SLO #3. • Students were strongly encouraged to attend the class when the topic in SLO #3 was covered. • Students were strongly encouraged to seek help in understanding the topic in SLO #3. <p>No changes were made. The problem on the final that required a calculator was answered correctly by three students. The three students who missed the problem set it up incorrectly, but their calculator work was consistent with their set-up. There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated</p>
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			In the Final Exam 84% of the class passed the exam with a 70% or higher. Only 16% of the students that took the exam did not pass the Final Exam.	The data indicates that only 84% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan to guide students with the use of technology by Encourage class attendance.	There were slight changes made from previous assessment. More class discussions, and more free responds questions were added and less multiple choice questions were eliminated
	SLO #3 (Vartanian)	Factor and perform operations to combine and/or simplify polynomial expressions and solve equations including polynomial and rational	Above Average: 80%; Average: 20%; Below Average: 0%		
	SLO #3A (Weis)	Factor polynomials	14 out of 18 students took the test and passed with an average of 70% and above. The students in this class performed at 78% success level on the SLO # 3 objective.	Giving quizzes through Moodle and MYMATHLAB.	
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,	18/24 passed with a 70% or better	Many students were in my Math50 class the previous term and continued to improve. I would like to work to implement mathlab for students who struggle to attend classes do to work.	I now allow students to use their homework on the quizzes and tests. This improved homework completion but not tests scores as much as I would like.

<p>24/38 of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO.</p> <p>14/38 of the students did not complete or demonstrate satisfactory levels in regards to this SLO.</p> <p>Data was collected from 5 appropriate problems from the final exam. The problems that were selected for SLO #1 demonstrated comprehension of the concept 81.3% of the time.</p>	<p>Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.</p> <p>To bring up the proportion of students who passed with a "C" or higher, I plan to re-design the I will be using the MyMathLab program for this class in the future. Using MyMathLab has shown that students do homework more often.</p>	<p>None</p> <p>A change was made to quickly summarize chapters 4 and 5 from the text, as they were almost entirely covered in Math 50. An emphasis was made on Chapters 6 and 7, as they are new concepts, and they will be most helpful to those students continuing to Math 2.</p>
<p>Pass = 22/30, No Pass = 8/30</p>	<p>Emphasize more problem solving questions on the HW for the Fall 2015 semester.</p>	
<p>Sect 40207: 46 students took the final exam. Of those, 39 achieved a grade of C or better [84.8%]</p> <p>Sect 40208: 48 students took the final exam. Of those, 42 achieved a grade of C or better [87.5%]</p> <p>Combined: 94 students took the final exam. Of those, 81 achieved a grade of C or better [86.2%]</p> <p>The combined percentage for last semester was 84.3%.</p>	<p>Things seem to be going well, but more variety and new ideas can always be implemented.</p>	<p>No appreciable changes.</p>

This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.28 points out of 15 (75%, a C). As individuals, 36 out of 46 students (78%) received at least a C or better on these quizzes, and of the 8 that didn't meet the target, 3 had stopped participating in the course. Students also took part in online discussions. On average, students received 13.9 points out of 21 (66%). As individuals, 27 out of 46 students (58%) received at least a C or better on their posts, and of the 19 that didn't meet the target, 9 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 82% on the midterm. As individuals, 41 out of 46 students (89%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 5 that didn't meet the target, 1 didn't take it, 1 scored an F, and the other 3 were very close to scoring a C. Lastly, students took the final exam (closed book, closed note). On average, students scored a 58% on the final. As individuals, 20 out of 46 students (43%) received at least a C on the final. Of the remaining 26

When I look at the above data, I notice that students do very well on the quizzes and the midterm, and they don't do so well on the discussions or the final. When I ask myself "why", I see a lot of varying reasons. Students are allowed to use their notes, the book, and other resources on the quizzes, discussions, and the midterm, but not on the final. That explains the above average results on the quizzes and the midterm, but why not the discussions? In my opinion, students don't do well on the discussions because, for the most part, they wait until the day it's due and lose credit for incomplete/incorrect work, and then they lose their opportunity to correct or revise it before the deadline. In addition, I see many posts that say "I wasn't sure what to do, but when I saw yours, I felt more comfortable in answer the prompt." So, where applicable, I'm going to try and give examples of proper discussion posts or answers (or even hints), that will enable the students more opportunity to interact with the prompt and answer it in a timely fashion. As for the final, I honestly expect lower results due to the fact that it's closed note and closed book. However, I will be reviewing the final to make sure the questions

I took a little time off, so I'm truly considering this a "baseline" class. However, going into it I made some significant updates to the syllabus (including deadlines, details regarding grading, etc). I do think that these changes increased my retention rate (which I believe last time was around 70-80%, but I can't be sure). I will have more (and better) information to offer after the next class (Mar-May 2015).

SLO #2	<p>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,</p>	<p>21/23 scored 70% or higher on the exam. I gave the students a 100 problem practice final a week before the exam and the students were prepared for the exam.</p> <p>24/38 of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 14/38 of the students did not complete or demonstrate satisfactory levels in regards to this SLO. Data was collected from 5 appropriate problems from the final exam. The problems that were selected for SLO #1 demonstrated comprehension of the concept 75.9% of the time.</p> <p>Pass = 23/30, No Pass = 7/30</p> <p>Sect 40207: 45 students took exam 4. Of those, 39 achieved a grade of C or better [86.7%]</p> <p>Sect 40208: 42 students took exam 4. Of those, 36 achieved a grade of C or better [85.7%]</p> <p>Combined: 87 students took exam 4. Of those, 81 achieved a grade of C or better [86.2%]</p>	<p>I would like to work to implement matlab for students who struggle to attend classes do to work.</p> <p>I will continue to ask students to elaborate on word problems during discussions to trigger their interest in learning the subjects. Continue to evaluate, improve and enhance my pedagogical MyMathLab is very helpful with graphing examples and problems. Students can graph equations using clicks of the mouse instead of having to graph them using pencil and paper. No changes</p> <p>Things seem to be going well, but more variety and new ideas can always be implemented.</p>	<p>I provided more practice exams to prepare students for actual exam.</p> <p>I made a minor adjustment. This one factor increased the retention rates from 91% to 95%. I had implemented more application problems during discussions to trigger students' interest in the subject.</p> <p>The emphasis on the graphing sections of Chapter 7 was successful. This is a very challenging subject, and students responded to the extra time spent in those sections.</p> <p>Minor changes.</p>
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This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.28 points out of 15 (75%, a C). As individuals, 36 out of 46 students (78%) received at least a C or better on these quizzes, and of the 8 that didn't meet the target, 3 had stopped participating in the course. Students also took part in online discussions. On average, students received 13.9 points out of 21 (66%). As individuals, 27 out of 46 students (58%) received at least a C or better on their posts, and of the 19 that didn't meet the target, 9 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 82% on the midterm. As individuals, 41 out of 46 students (89%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 5 that didn't meet the target, 1 didn't take it, 1 scored an F, and the other 3 were very close to scoring a C. Lastly, students took the final exam (closed book, closed note). On average, students scored a 58% on the final. As individuals, 20 out of 46 students (43%) received at least a C on the final. Of the remaining 26

When I look at the above data, I notice that students do very well on the quizzes and the midterm, and they don't do so well on the discussions or the final. When I ask myself "why", I see a lot of varying reasons. Students are allowed to use their notes, the book, and other resources on the quizzes, discussions, and the midterm, but not on the final. That explains the above average results on the quizzes and the midterm, but why not the discussions? In my opinion, students don't do well on the discussions because, for the most part, they wait until the day it's due and lose credit for incomplete/incorrect work, and then they lose their opportunity to correct or revise it before the deadline. In addition, I see many posts that say "I wasn't sure what to do, but when I saw yours, I felt more comfortable in answer the prompt." So, where applicable, I'm going to try and give examples of proper discussion posts or answers (or even hints), that will enable the students more opportunity to interact with the prompt and answer it in a timely fashion. As for the final, I honestly expect lower results due to the fact that it's closed note and closed book. However, I will be reviewing the final to make sure the questions

I took a little time off, so I'm truly considering this a "baseline" class. However, going into it I made some significant updates to the syllabus (including deadlines, details regarding grading, etc). I do think that these changes increased my retention rate (which I believe last time was around 70-80%, but I can't be sure). I will have more (and better) information to offer after the next class (Mar-May 2015).

SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator, scientific calculator, graphing calculator	24/38 of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 14/38 of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives. To bring up the proportion of students who passed with a "C" or higher, I plan to re-design the weight for each test.
		All exam averages were above 70% and most were above 80%. The use of calculators increased students' accuracy.	The data shows that consistency over courses such as author of textbooks and instructor will improve student understanding
		Data was collected from 1 appropriate problem from the final exam. The problems that were selected for SLO #3 demonstrated comprehension of the concept 75 % of the time.	MyMathLab will also help out with calculator work. Assigned problems often contain large numbers, where computations cannot be made mentally. Students will be forced to use a calculator regularly.
		Pass = 23/30, No Pass = 7/30 Sect 40207: 46 students took exam 3. Of those, 36 achieved a grade of C or better [78.3%] Sect 40208: 44 students took exam 3. Of those, 42 achieved a grade of C or better [84.1%] Combined: 90 students took exam 3. Of those, 73 achieved a grade of C or better [81.1%]	Things seem to be going well, but more variety and new ideas can always be implemented.
			The increase in assessment scores was probably because many of the students were in my Math 50 course and some were in my Math 101 course also. The use of calculators is simpler and required students to take the square root of a number, subtract a number from it, and divide the total by a number. Some students chose to omit this problem from their exam, as they were allowed to omit two. Of the students that attempted it, many This is "catching up" with the other two SLOs. More efforts were made to keep students from getting complacent at this point.

This class is a very fast paced, rigorous course. As such, the students SLO's are assessed throughout every facet of this course. Throughout the course, students took seven quizzes. On average, students received 11.28 points out of 15 (75%, a C). As individuals, 36 out of 46 students (78%) received at least a C or better on these quizzes, and of the 8 that didn't meet the target, 3 had stopped participating in the course. Students also took part in online discussions. On average, students received 13.9 points out of 21 (66%). As individuals, 27 out of 46 students (58%) received at least a C or better on their posts, and of the 19 that didn't meet the target, 9 had stopped participating. (Let me also note that discussions are notoriously low scoring as they constitute graded work, and most students don't take the opportunity to redo their work). Students also took a midterm exam during week 4. On average, students scored an 82% on the midterm. As individuals, 41 out of 46 students (89%) had received at least a C or better (Note that on this exam, it's open note, open book, etc). Of the 5 that didn't meet the target, 1 didn't take it, 1 scored an F, and the other 3 were very close to scoring a C. Lastly, students took the final exam (closed book, closed note). On average, students scored a 58% on the final. As individuals, 20 out of 46 students (43%) received at least a C on the final. Of the remaining 26 students, 4 didn't take it, and the other 22 students scored very low. But, these were also the same students that did poorly on discussions and quizzes beforehand. After

When I look at the above data, I notice that students do very well on the quizzes and the midterm, and they don't do so well on the discussions or the final. When I ask myself "why", I see a lot of varying reasons. Students are allowed to use their notes, the book, and other resources on the quizzes, discussions, and the midterm, but not on the final. That explains the above average results on the quizzes and the midterm, but why not the discussions? In my opinion, students don't do well on the discussions because, for the most part, they wait until the day it's due and lose credit for incomplete/incorrect work, and then they lose their opportunity to correct or revise it before the deadline. In addition, I see many posts that say "I wasn't sure what to do, but when I saw yours, I felt more comfortable in answer the prompt." So, where applicable, I'm going to try and give examples of proper discussion posts or answers (or even hints), that will enable the students more opportunity to interact with the prompt and answer it in a timely fashion. As for the final, I honestly expect lower results due to the fact that it's closed note and closed book. However, I will be reviewing the final to make sure the questions that are being asked are on the same level as what the students are seeing on a consistent basis. From there, I'll make any changes as necessary. In

I took a little time off, so I'm truly considering this a "baseline" class. However, going into it I made some significant updates to the syllabus (including deadlines, details regarding grading, etc). I do think that these changes increased my retention rate (which I believe last time was around 70-80%, but I can't be sure). I will have more (and better) information to offer after the next class (Mar-May 2015).

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	The combined results for both discussion questions show that 87 % of the students who responded to both discussion questions articulated the concepts in this SLO at 70% or better. The other 13% either did not respond or was missing one or both of the two required posts for either of the assignment and scored below 60%.	I plan to make a few changes in quiz questions for clarity; however, I will not change any of the learning strategies during the next presentation since they seem to be successful with the vast majority of students. I will monitor make changes if necessary after the next assessment of the course. A Q & A section will also be added to help students with any questions they may have in this	Per my last SLO report, I spent more time during the first three weeks of class focusing on the requirements for the course. This helped the students create study habits. This appears to have helped because the number of students that remained committed to the course increased by week 6 and few students missed assignments at that time.
	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.	The final research paper results were 54% for the students who articulated in writing the concepts in this SLO at 70% or better. 7% of the students received between 60-69% on the paper and the other 39% either did not turn in a paper or scored below 60%.	There is a serious breakdown of communication with students in regards to the final research paper for this presentation of this SLO. Therefore, I will DEFINITELY revise the either a discussion question and/or a quiz to address concepts in this SLO. It is apparent that the students are struggling and because of it they are not turning in their final research paper. Also, I will spend a little more time providing students with examples for how to complete a research paper with	The last time I presented this class, I proposed to add quiz questions during mid-course that addressed the requirements for the final paper. However, I did not make those changes.
	SLO #3	Articulate the various aspects of organizational decision-making process and how they are reflective of team building, employee performance, conflict management, and representative of cultural values and attitudes that affect	The combined results for both discussion questions show that 75 % of the students who responded to both discussion questions articulated the concepts in this SLO at 70% or better. The other 25% either did not respond or was missing one or both of the two required posts for either of the assignment and scored below 60%.	The above data indicates that the attempts I made from the last presentation of the class improved the students' understanding of the concept in this SLO by 10%. I will continue to be available via the Moodle system, email, etc. and I will continue to work toward establishing a conference time for the class. A Q & A section will also be added to help students with any questions they may have in this area instead of	I was unable to arrange a time that was convenient to all of the students to institute a CCCConfer conference. However, I spent an additional amount of time posting important messages and sending out emails to students to remind students of upcoming assignments.

MGMT 3	SLO #1	Examine the purpose and functions of human resource management in both domestic and international corporations to include an evaluation of the resources functions of job search, recruitment,	Written paper - Human Resource Practices in a Global World. 11 out of 11 students successfully completed this assignment with a B or better.	None . . . learning out comes were met.	N/A
	SLO #1 (1)	Students will have an understanding of managing human resources by utilizing placement testing, training and merit rating	Achievement of the student learning outcomes as in responses to essay questions that are based on the approved SLOs. These are documented b the pass/fail rate. All students passed the exams, no students withdrew from the course	Students are lacking in writing. I will assign more written assignments for the future terms.	Continued review of real world, work-related examples were used throughout the course.
	SLO #2	Appraise the legal implications of the workplace environment as it relates to issues of sexual discrimination, sexual harassment and work force diversity, as well as the organizations responsibility concerning safety issues including OSHA. health	Written Paper - Diversity in the Workplace. 10 out of 11 students successfully completed this assignment with a B or better.	No changes....	N/A

	SLO #3	Analyze employee pay systems including indirect compensation, benefit packages and the changing environment in which they operate today, as well as examine union representation in today's workforce, including the unionization process, union representation in today's workforce,	Written paper and Class Presentation: Establishing the Performance Management System. 11 out of 10 students successfully completed this assignment with a B or better.	No changes being considering....	
MGMT 5	SLO #1	Evaluate the nature and purpose of management and describe various approaches to management, as well as their contributions and limitations.	Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Paper, Case Study Analysis, PowerPoint Presentation, Exams: Midterm and Final. Based on the results of the data collected, students were adequately prepared on the SLO #1 as 90% of	N/A	Additional Multimedia was added to the classroom i.e. infographics, YouTube, TedX, etc. Also, textbook information was updated as well.
	SLO #2	Examine the five functions for all managers and the opportunities for application at the various levels of management.	Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Paper, Case Study Analysis, PowerPoint Presentation, Exams: Midterm and Final. Based on the results of the data collected, students were adequately prepared on the SLO #1 as 90%+ of students effectively passed required	N/A	Additional Multimedia was added to the classroom i.e. infographics, YouTube, TedX, etc. Also, textbook information was updated as well.

	SLO #3	Analyze decision making as a rational process and define the nature of leading and leadership in relationship to the human factors that affect managing.	Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Paper, Case Study Analysis, PowerPoint Presentation, Exams: Midterm and Final. Based on the results of the data collected, students were adequately prepared on the SLO #1 as 95%+ of students effectively passed required	N/A	Additional Multimedia was added to the classroom i.e. infographics, YouTube, TedX, etc. Also, textbook information was updated as well.
MGMT 7	SLO #1	Analyze leadership values, attributes, skills and actions in the workplace environment.	The results for the above referenced quiz show that 94 % of the students who completed the quiz understood the concepts in this SLO at 70% or better. 3% received between 60-69% and the other 3% either did not respond or was missing one or both of the two required posts for either of the assignment and scored below 60%.	The above results indicate that the pedagogy is helping a vast number of students understand the concepts presented in this SLO. Hence I will continue to use the teaching methods currently in use with minor changes to include contemporary topics in this area of content. A Q & A section will also be added to help students with any	There were no changes made since the last assessment.
	SLO #2	Interpret the three phases of the Leader Development program through observations, assessment and coaching model improve/sustain leadership performance.	The results for the above referenced exam show that 88 % of the students who completed the above reference exam were able to articulate the concepts in this SLO at 70% or better. The remaining 12% did not complete the assignment.	Although the pedagogy appears to have worked well with this sample of students, I will investigate additional ways to present the material. In addition, I will create a study guide for this course to help students to study the material for the final exam. A Q & A section will also be added to	There were no changes made to assessments for this course at this time.

	SLO #3	Articulate and demonstrate understanding of the role of the OC and their technical and professional duties.	No data is available. I have been trying to get this SLO changed or to get clarity on its meaning for the last two years.	Although this information is not covered in the textbook, I will investigate additional ways to present the material. This SLO was created before I was involved with the course and I am not sure what the abbreviation "OC" stands for; therefore, I cannot cover it in the course. However, I will create a study guide for this course to help students to study the material once I know what it refers to. A Q & A section will	No changes have been made since the last assessment.
MUSI 12A	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	50% A; 40% B	Continue on with more assessment for the bass clef which is more needed than the treble clef.	A separate bass clef quiz was given.
	SLO #3	Theory - Understand basic theory appropriate to level.	40% - A; 40% - B; 20% - C	Very successful - have Music B students help Music A students	Had peers helping each other.
	SLO #3A (Frazee)	To have guest musicians to enrich the class so students will be inspired above the regular requirements of	All students were interested, attentive and interactive with the guest musician.	Keep the same successful performance.	Student in class did a great performance.
MUSI 12B	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	80% - A; 20% - C	The more advanced students helping the less advanced students with certain songs.	Much more individual attention in method.
	SLO #3	Theory - Understand basic theory appropriate to level	80% - A; 20% - C	Spend more time presenting intervals, triad, etc.	Spent far more time on the theory of Scales.
	SLO #4	To have guest musicians or student performance to enrich the class so students will be inspired above the regular requirements of	All students were interested, attentive and interactive with the guest musician.	Would like a student to perform as well if possible.	Had a guest who played multiple instruments. I also accompanied him and played multiple instruments as well.

MUSI 3

SLO #1

Analyze the historical and sociological effects of American music.

Project Summary
78% received an "A"
64% received a "B" or higher
83% received a "C" or higher
The remaining 17% received a "D" or lower due to not following instructions.

This is an effective assignment. One small change will be made to question #8 to help students give a more thoughtful answer to the question. This should help make students even more successful in this assignment.

There were 2 very small adjustments to the instructions to make certain questions more clear. 87% received a "C" or higher in the Fall of 2014 so while at this time, it's down 4 points, it's still in the strong 80s in percentile. The adjustments made helped make the assignment more clear for

SLO #2(2)	Understand and explain the value of the arts.	<p>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.</p> <p>Sample Comments:</p> <p>Removing art programs not only damages a student's creativity, it also damages the way many children learn. There are three main cognitive learning categories: visual, auditory, and kinesthetic (hands on). Each type of learning is accessed when a child participates in any of the art programs offered by schools. If schools remove art programs students are left with core classes: math, science, English, history, and language. Core classes enable students who excel in visual or auditory; kinesthetic learners are left to struggle. I am a kinesthetic learner, and I know first hand just how hard school can be when stuck in classes that mainly appeal to the other learning styles.</p> <p>I can admit that I never thought about the financial aspect of keeping the arts because it could help with the economy, but I agree now that you brought it up in the long term that is a great argument for keeping arts education in the schools. With the budget being used as a reason to drop the arts the counterpart is all the students who missed the training for possible jobs they may have had the opportunity for in an industry that they could even possibly be more passionate about.</p> <p>I think denying music and art to children is denying their creativity to</p>	<p>The discussion questions are chosen to really make students think critically and they must also defend and justify their opinions or answer a related question after the instructor gives them a follow-up. This is a successful measure and no changes are recommended.</p>	<p>There were no changes recommended.</p>
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MUSI 4	SLO #1	Through rehearsal and performance, demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).	Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique. 4: 100% received a score of 3 out of 4 99% received a score of 2 out of 4	4: Students who received a higher score were students who had more singing experience. Those who received a lower score were beginning students. It is expected that students will improve if they continue on with the next phase of the class. Posture, overall, was fine, and there was some work on breathing but more class time	4: The last measurement said: "The class will be taught twice a week instead of one, and for an entire unit. With more time, there will be an effort to emphasize expression, using comparison." This was accomplished and it made a huge difference in the expressions on the singer's faces during the performance. They sounded more dynamic and had better stage presence, making it more
	SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	Evaluation forms of the rehearsal video and the performance video for comparison. A sampling of evaluation forms were kept. A rubric is on the first page and comments are on the second page. 4 (11 students sampled) Balance: 73% saw improvement 27% had the same score for each Blend: 45% saw improvement 27% had the same score for each 27% saw regression Diction: 55% saw improvement 45% had the same score for each Eyes on the Director: 45% saw improvement 45% had the same score for each 10% saw regression Phrasing & Expression: 45% saw improvement	4: Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. It's noted that some of the scores for the performance are less than those of rehearsal scores. This is a good thing as it shows the student is being harder on the choir because they're noticing more. No changes are recommended at this time.	4: The last measurement said "The class will be taught twice a week instead of one, and for an entire unit. With more time, there will be an effort to emphasize expression, using comparison." This was accomplished.

SLO #3	Through self-evaluation, demonstrate 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>4: 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>4: Making students articulate, in writing, what they learn from this SLO is important and gives insight to how important global awareness is. Some comments include:</p> <p>“I have gained some appreciation from other cultures...”</p> <p>“I’ve gained appreciation for the music of other cultures...”</p> <p>“it helps us to understand and appreciate how diverse music of the world can be...The way we pronounce things in “Nella Fantasia”, for example, required us to read our same alphabet in a new way.</p> <p>“I really felt as if I learned a little piece of history...”</p> <p>“I have learned how to sing the songs of unfamiliar cultural songs such as “Kuimba” [and it] gave me more appreciation than any other class.</p> <p>“it brings understanding to what other cultures find important. By doing so, we are able to bridge cultures...”</p> <p>“I had started thinking about how culturally, in our society, many do not attempt to understand other languages and cultures.</p> <p>“it allows them to increase their knowledge about different</p>	4: No changes were recommended.
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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. 4B: 100% received a score of 4 out of 4 70% received a score of 3 out of 4 30% received a score of 2 out of 4	4B: Of the 5 students, 4 of them had the same score as the semester before and 1 improved. Posture, overall, was fine, and there was some work on breathing but more class time needs to be devoted to vertical alignment.	4B: The last measurement said: "There will be an effort to emphasize expression, using comparison. A new way of doing the assignment needs to be developed to show the improvement with Intermediate students." The first part was accomplished (see above) but the 2nd part was not accomplished.
	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. 4B (5 students sampled) Balance: 100% saw improvement Blend: 60% saw improvement 20% had the same score for each 20% saw regression Diction: 100% saw improvement Eyes on the Director: 40% saw improvement 40% had the same score for each 20% saw regression Phrasing & Expression: 80% saw improvement	4B: While it's beneficial to have students evaluate themselves, a new measurement needs to be created to show how intermediate students really show improvement in this SLO.	4B: The last measurement said "There will be an effort to emphasize expression, using comparison. A new way of doing the assignment needs to be developed to show the improvement with Intermediate students." The first part was accomplished. The 2nd part was not.
	SLO #3	Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.	Students wrote a short essay on the importance of exploration and performance of songs of different cultures and languages. Students expressed the importance of diversity in music based on the fact that it allows for a well-rounded musical experience and promotes global	Intermediate students continue to articulate their understanding of different cultures and languages through the music that was explored throughout the semester, however a new measurement needs to be created to show how	The last measurement stated "The wording needs to be changed for the assignment to show how their knowledge has improved." This was not accomplished.

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 70% based upon the results of the Final Exam. This was an increase over the previous semester.	Individual Questions where < 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and Individual Questions where < 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and Students may benefit from additional communication with the instructor. Accordingly, one-on-one class time will be provided between the instructor and the Research Project groups for consultation, assistance, and to help guide the students and/or answer any questions. Groups will also be required to present a weekly oral update on their progress with this project to the instructor. Outlines for the Oral Presentation portion of the Research Project will now be required to be submitted from all groups. A Grading Rubric, created from the assignment	Individual Questions where < 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted. The computers and software in the classroom were also upgraded during the fall semester to improve the learning environment for the students. All of these changes Individual Questions where < 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted. The computers and software in the classroom were also upgraded during the fall semester to improve the learning environment for the students. All of these changes A Library Tutorial was 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.
	SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 was 70% based upon the results of the Final Exam. This was an increase over the previous 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 80% based on one Research Project. This was a decrease from the last semester that the course was taught.		

ORIE 1	SLO #1	Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their	40122 (12) 84%, 40120 (27) 80%, 40121 (21) 77%, 40119 (26) 82%	Continue with the same assessment.	Previous scores 89%, 87%, 85%, 89%. Scores lower this time Extra pts on test eliminated.
			77% (17 of 22) students demonstrated proficient understanding of academic strategies through the study plan and final exam. Two of those students still struggled to do well on the final exam itself, but both of these students improved significantly from the midterm to the final exam. The remaining 5 students did not take the	I will adjust the individual study plan project to make it more specific. I will include a component for students to connect to study habits in other courses (past and present) as well as testing success and test format comparison. It is important for students to see	I designed and implemented the individual study plan as I had intended. I compared students' self-reported study techniques against the extent of their success on the exam.
			80% (12 of 15) students demonstrated proficiency toward this SLO. One of these students did not do very well on the exam itself, but did demonstrate significant progress between the midterm and the final exam. One student did not submit a study plan and did not do well on the exam. Two	I will adjust the individual study plan project to make it more specific. I will include a component for students to connect to study habits in other courses (past and present) as well as testing success and test format comparison. It is	I designed and implemented the individual study plan as I had intended. I compared students' self-reported study techniques against the extent of their success on the exam.
	SLO #1 (A)	This course designed to teach students the behaviors consistent with success in academic settings. Opportunity is provided via lecture, individual and group activities, and tests for learning and practicing effective ways of coping with	Spring of 2015; 17 students participated in topics include: learning styles, time management, memory techniques, study strategies, critical thinking, effective communication, building interpersonal relationships, maintaining good health, and creating a career educational plan. This course is worth 3 semester units, degree applicable, and transferable to CSUs and UCs.	All 16 of 17 students completed a BCC educational plan 94% with objective & written feedback on plan of action.	All the data collected was used to assess the student retention of the information, career planning goals, and to support the students with an academic path to a lifelong learner. I developed template to aid student awareness of course needed for transfer.

SLO #2	Recognize and apply different self-awareness activities to identify goals, interests, skills, values and lifestyles, and to make sound educational and	40122 (12) 85% 40120 (27) 84% 40121 (21) 78% 40119 (26) 82%	Continue with the same assessment	Late assignments penalized 20% instead of 10%
		86% (19 of 22) students demonstrated proficiency toward this SLO. Three students completed only one of the two project opportunities and did not adequately demonstrate progress toward this SLO in that attempt.	These projects are both very well-designed to measure this specific SLO, and they are meaningful for most students who put time and thought into them. The biggest lapse is for students who treat these projects as hoops to jump through or put them off until the last minute. For this reason, I may create smaller checkpoints along the way to keep students	I adjusted the personal interview project to serve as a follow-up for those who determined the career researched in their career plans were not the right fits for them.
		93.3% (14 of 15) students demonstrated proficiency toward this SLO. One student did not complete either component of the projects designed to measure the progress.	These projects are both very well-designed to measure this specific SLO, and they are meaningful for most students who put time and thought into them. The biggest lapse is for students who treat these projects as hoops to jump through or put them off until the last minute. For this reason, I may create smaller checkpoints along the way to keep students	I adjusted the personal interview project to serve as a follow-up for those who determined the career researched in their career plans were not the right fits for them.

SLO #2 (A)	<p>To be able to identify individual skills, talents and natural abilities to pursue as a possible career path and educational goal to transfer to a CSU, UC or Private school.</p> <p>To enhance the possible career path by working independently using career assessment,</p>	<p>Students took a variety of Personality & Career assessments Instructor lead: Who Am I?</p> <ul style="list-style-type: none"> •Discovery Wheel •OPS Assessment •How Do I learn? / Personality 5 Assessment •Underjourney.com : What are my Career values? 	<p>16 of the 17 students completed all the career interest inventory assessments required for the course. 94% completion.</p>	<p>This year scheduled a student meeting time in the LRC for all my students to take the online career assessments. All data was discussed with the students to inform on short, mid, long range college & career goals.</p>
SLO #3	<p>Demonstrate understanding of time and stress management, learning styles, study techniques, and effective interpersonal communication skills, to improve student performance, retention and</p>	<p>40121 (12) 85%, 40120 (27) 81%, 40121 (21) 81%, 40119 (26) 83%</p>	<p>No change proposed.</p>	<p>Scores lower than fall term, because late assignments penalized 20%.</p>

93.3% (14 of 15) students demonstrated proficiency toward this SLO. One student did not complete either portion of the project.

I made the mistake of returning the first self-assessment to students immediately after it was graded at the beginning of the term. Many students lost or recycled their work rather than keeping it. In the future, I plan to hang onto the initial self-assessment until the end of the semester to students can more meaningfully compare their progress over the course of the term. This did not prevent students from demonstrating an understanding of the concepts encompassed in this SLO, but I do think it prevented some students from reaping the

I added a required self-assessment at the end of the term for students to compare with their previous self-assessment at the beginning of the term. Even without the comparison, students can demonstrate an understanding, but I believe it is meaningful for the students to be able to see how they develop over the course of the term. An added benefit was that some students who did not complete the project early in the term did complete it at the end of the term, so they had a second opportunity to demonstrate progress toward this SLO.

95.5% (21 of 22) students demonstrated proficiency toward this SLO. One student did not complete either component of the project.

I made the mistake of returning the first self-assessment to students immediately after it was graded at the beginning of the term. Many students lost or recycled their work rather than keeping it. In the future, I plan to hang onto the initial self-assessment until the end of the semester to students can more meaningfully compare their progress over the course of the term. This did not prevent students from demonstrating an understanding of the concepts encompassed in this SLO, but I do think it prevented some students from reaping the

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	SLO #3 (A)	To be able to define individual skills, talents, and abilities to pursue a career path. To understand personal career goals, and plan an academic path to transfer successfully	Spring 2015, The majority of the students learned self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue chosen career or academic path	15 of the 17 students completed all the career interest inventory assessments required for the course. 88% completion.	Students were able to establish an account on Kuderjourney.com to view all California CSU & UC degree pathways.
PEAC 11	SLO #1	Develop basic skills; learn and describe the rules of the game.	SLO 1 was based on a multiple choice exam covering the basic rules of volleyball. 18 students passed the test with 90% or better. Average score was 22.5/25. No question was missed by more than 50% of students. High rate attributed to thorough instructional handouts and lecture prior to quiz	Based on student scores, no changes appear to be needed at this time.	Individual Questions <50% were analyzed and changes made to improve those areas. No significant changes are necessary at this time.
	SLO #2	Develop basic skills: Be able to perform the basic skills of underhand and overhand passing, service, attacking and blocking.	SLO 2 includes a pre- and post-test of basic volleyball motor skills (passing/serving/setting/volleying. Students' improvement from course instruction can be measured by looking at the difference between scores. On average, students improved skills by 36% from the pre- to post-test on the four skill	Passing showed the least amount of improvement therefore I will implement more passing drills for each class session.	Areas where >25% of the class showed little or no improvement were analyzed and changes made to improve those areas. Passing showed the least amount of improvement with a 34% increase, therefore I will emphasize this skill more.
	SLO #3	Develop and utilize basic offense and defensive systems of play.	SLO 3 was based on a multiple choice exam covering the basic skills of volleyball. 18/18 students passed the test with 90% or better. Average score was 23.6/25. No question was missed by more than 50% of students. High rate attributed to thorough instructional handouts and emphasis	Other than the changes for defensive strategy, no other changes are needed at this time.	40% of students missed question 25 about defensive strategy. Handouts, discussion and demonstrations will be revised to emphasize defensive strategy.
PEAC 15	SLO #1 (1)	Demonstrate knowledge and improvement of body composition	92% of students met the goal	It is a significant improvement	Only 80% students met the goal last semester.

	SLO #2 (2)	Apply knowledge and ability with respect to the tools necessary to achieve body composition.	12 out of 13 students met the goal	Student seem to be motivated to make themselves look better before summer coming	12% of improvement to the last semester
	SLO #3 (3)	Apply knowledge of nutrition	Only less of 8% of student failed to meet the goal	It does indicate that student eating more in winter and intake less when the weather is getting	About the same
PEAC 16	SLO #1 (1)	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved	93% of students completed the course. Of those who completed the course, 100% successfully met this SLO. (SAME as last semester)	Nothing	26 out of 28 student meet the goal similar to the last year (94%)
	SLO #2 (2)	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance	93% successfully met this SLO	Nothing	1% less than last year
	SLO #3 (3)	Apply knowledge and ability with respect to the tools necessary to achieve improved body	93% of students completed the course. Of those who completed the course, 100% successfully met this SLO.	Nothing	Not a significant difference
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	There is only 1 physical disabled student in this adaptive PE class		
	SLO #2	Acquire improved strength, endurance, range of motion, body composition and cardiovascular circulation.	Student had very hard time to make it due to the physical disability		

	SLO #3 (3)	Assess own strength and flexibility in relation to accepted norms and develop own fitness plan accordingly	Student made it with many difficulties		
PEAC 20	SLO #1	The students will be able to understand and perform Tai Ji Form	100% of the students met the goal	Same	Same as the last semester
	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.	Same as last semester
	SLO #3	Students will be able to perform as a group (taping down for record)	100% of students were performing well.	Same	About the same
PEAC 21	SLO #1	The students will be able to understand and perform 3 components of breathing meditation: preparing body relaxation, adjusting breaking style, and	100% students met this goal	Same	Same as the last semester.
	SLO #2	The students will demonstrate the understanding of major knowledge of Breathing	100% of the students did turn in their reports and feedback is excellent	The only reason the students may get different grades is their attendance.	Same as last semester
	SLO #3	The students will be able perform 5 advanced breathing meditations skills.	100% of students were performing well and present their experiences properly	Same	About the same

PEAC 29	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	15/26 or 58% of the students successfully completed this overarching assignments with a "C" or higher. 4/26 or 15% of the students failed to turn in the assignment and 7/26 or 27% of the students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	As I previously explained, due to the high percentage of audits, the data was skewed. Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center will be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I will be able to do as an instructor and with the new equipment and facility I	There was a slight decrease in student success regarding this SLO down 9%. One of the major reasons that we see a decrease is that I had a large portion 27% of the class taking the course as an audit. Therefore this skews the data; since their assessments were not included as they are not taking the course for a letter grade. No changes made from previous course assessments were made.
	SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	There are total of 16 student in this class. 15 of them met the goal 15/26 or 58% of the students successfully completed this overarching assignments with a "C" or higher. 4/26 or 15% of the students failed to turn in the assignment and 7/26 or 27% of the students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	Nothing As I previously explained, due to the high percentage of audits, the data was skewed. Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant of recording and reinforcing pre-post test results; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center will be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I will be able to do as an instructor and with the new	Last semester was 100% and this semester is about 95% There was a slight decrease in student success regarding this SLO down 7%. One of the major reasons that we see a decrease is that I had a large portion 27% of the class taking the course as an audit. Therefore this skews the data; since their assessments were not included as they are not taking the course for a letter grade. No changes made from previous course assessments were made.
	SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body	95% of students met the goal 15 out 16 students made it	Nothing Nothing	5% less than last semester 5% less than last semester

			<p>15/26 or 58% of the students successfully completed this overarching assignments with a "C" or higher. 4/26 or 15% of the students failed to turn in the assignment and 7/26 or 27% of the students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.</p>	<p>I feel that by continuing to give the students precise dates of assessments, this will prepare and motivate more students to make decisions that will result in better (healthy) readings and will lead to continued improvement throughout the semester. Obviously, the new Fitness and Wellness Center will be a great environment and asset to assist in student attendance that I believe will have a direct result in increasing student success as it relates to</p>	<p>There was a slight decrease in student success regarding this SLO down 5%. One of the major reasons that we see a decrease is that I had a large portion 27% of the class taking the course as an audit. Therefore this skews the data; since their assessments were not included as they are not taking the course for a letter grade. No changes made from previous course assessments were made.</p>
PEAC 3	SLO #1	<p>Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.</p>	<p>12/20 or 60% of the students successfully completed this overarching assignments with a "C" or higher. 4/20 or 20% of the students failed to turn in the assignment and 4/20 or 20% of the students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.</p>	<p>As I previously explained, due to the high percentage of audits, the data was skewed. Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center will be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I will be able to do as an instructor and with the new equipment and facility I</p>	<p>There was a decrease in student success regarding this SLO down 24%. One of the major reasons that we see a decrease is that I had a large portion 20% of the class taking the course as an audit, compared to 8% last time I taught this course. Therefore this skews the data; since their assessments were not included as they are not taking the course for a letter grade. No changes made from previous course assessments were made.</p>
			<p>95% of students completed the course. Of those who completed the course, 100% successfully met this SLO</p>	<p>It would be realistic if we always have 95% of students make it</p>	<p>Same as last term</p>

	SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	12/20 or 60% of the students successfully completed this overarching assignments with a "C" or higher. 4/20 or 20% of the students failed to turn in the assignment and 4/20 or 20% of the students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	As I previously explained, due to the high percentage of audits, the data was skewed. Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant of recording and reinforcing pre-post test results; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center will be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I will be able to do as an instructor and with the new	There was a decrease in student success regarding this SLO down 20%. One of the major reasons that we see a decrease is that I had a large portion 20% of the class taking the course as an audit, compared to 8% last time I taught this course. Therefore this skews the data; since their assessments were not included as they are not taking the course for a letter grade. No changes made from previous course assessments were made.
			94% of students completed the course. Of those who completed the course, 100% successfully met this SLO	Nothing	Same as last semester
	SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body	95% of students completed the course.	Nothing	Same
PEAC 30	SLO #1	Distinguish an objective and write goals that will direct the student towards achievement of that objective.	35/41 or 85% of the students completed the aggregation of these written assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 6/41 or 15% of the students did not complete or demonstrate satisfactory levels in accordance to this SLO. The majority of students did well on these assessments. The students who did not do well did not submit one or two of the three writing assignments in this course.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach. I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not	The number one factor that contributed to 85% successful completion regarding this SLO was a drastic increase in my retention rate from 79% to 93% from last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided assessment. No changes were made.

SLO #2	Design and maintain a weekly activity log.	34/41 or 83% of the students completed the aggregation of these assignments (Discussion Board/Weekly Activity Logs) postings with a "C" or greater demonstrating satisfactory completion of this SLO. 7/37 or 17% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	The number one factor that increased the successful completion regarding this SLO from 79% to 93% was the significant increase in my retention rates from last semester. Pedagogically, I was again clear on my directives regarding these written assignments and provided consistent congruent feedback regarding the weekly submissions of this highly point valued assignment; as well as the weekly discussion board postings. No changes were made.
SLO #3	Express an understanding of relevant fitness, wellness, and health issues.	37/41 or 90% of the students completed the aggregation of these assignments (Discussion Board) postings with a "C" or greater demonstrating satisfactory completion of this SLO. 4/41 or 10% of the students did not complete or demonstrate satisfactory levels in this course. The majority of students did well in this course. The students who did not do well in this course either did not submit their required assignments by the due dates and/or submitted incomplete discussion posts/assignments.	The majority of students did well on their weekly activity logs. The three students who did not do well on their logs either did not submit the required logs or submitted the logs after the due dates. I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not	The number one factor that increased the successful completion regarding this SLO from 79% to 93% was the major increase in my retention rates from last semester. No significant changes from the past semester in regarding to pedagogical practices. No changes were made.
			Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	
			I will continue to remind students to submit their assignments (including discussion posts) by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after	

PEAC 4

SLO #1

Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.

22/31 or 71% of the students successfully completed this overarching assignments with a "C" or higher. 7/31 or 23% of the students failed to turn in the assignment and 2/31 or only 6% of the students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.

88% of students completed the course. Of those who completed the course, 100% successfully met this SLO.

Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center will be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I will be able to do as an instructor and with the new equipment and facility I believe. Some of the high school student come to get the "PE" units at college since they do not like their high school PE class. But very often they not really want to work-out. The college may need to notice this and set some

There was a slight decrease in student success regarding this SLO down 7%. The major reason for this decrease was that I had a few students that stopped showing up during the term; chiefly in the section that started the last 9 weeks and did not run full-term. No changes made from previous course assessments were made.

Same as last year: 88% of retention

SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	22/31 or 71% of the students successfully completed this overarching assignments with a "C" or higher. 7/31 or 23% of the students failed to turn in the assignment and 2/31 or only 6% of the students were auditing the class and this assignments was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	The student demonstrations (pre-test and post-test) revealed a satisfactory gain regarding this SLO. The one course that started the last 9 weeks and only ran half-term it was more difficult to measure strength gains in a shorter period of time as compared to the full-term 18 weeks sections. Most of these students in PEAC 4 trained with free-weights, but this class is diverse in that some students are beginners, some intermediate, and some advanced; which makes analyzing improvement more difficult within the three tiers. I also found some differences when I examined what students were recording in their fitness journals. Therefore, I need to continue to give clearer	There was a slight decrease in student success regarding this SLO down 7%. The major reason for this decrease was that I had a few students that stopped showing up during the term; chiefly in the section that started the last 9 weeks and did not run full-term. No changes made from previous course assessments were made.
SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition	88% of students completed the course. Of those who completed the course, 100% successfully met this SLO. 22/31 or 71% of the students successfully completed this overarching assignments with a "C" or higher. 7/31 or 23% of the students failed to turn in the assignment and 2/31 or only 6% of the students were auditing the class and this assignments was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory	Nothing In measuring this SLO there was a slight decrease of 5% from the last time I taught this course for student success in meeting the required standards. Candidly, I did not make any significant changes to how I measured this SLO, except for when I assessed. The only reason the decreased %: few students absent too	28 of the 32 students met the goal There was a slight decrease in student success regarding this SLO down 7%. The major reason for this decrease was that I had a few students that stopped showing up during the term; chiefly in the section that started the last 9 weeks and did not run full-term. No changes made from previous course assessments were made. Last semester, 80% lost weight and decrease at least 1% of body fat

PELC 1	SLO #1	Identify a philosophy as a framework for the student's involvement in sport.	52/70 or 74% of the students successfully completed this overarching assignment with a "C" or higher. 18/70 students or 26% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change this particular assignment to measure this SLO as it is designed for this online class. I feel like I can initiate and increase communication via e-mail with those students that are showing a lack of effort; which can be difficult if I have a	The assessment rubric was exactly the same. This term unfortunately student achievement dropped 4% from last term when measuring the passing and demonstration of this SLO. One important observation to note is that I had 70 students in this section compared to 40 last term; so the slight drop in achievement was to be expected as more students failed
	SLO #3	Explain the Education, Acquisition, and Practice phases for all of the psychological skills.	57/70 or 81% of the students successfully completed these assignments with a "C" or higher. 13/70 students or 19% failed to complete these assignments with a passing aggregate grade.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I made more concerted efforts to communicate with those students that were struggling early in the course and gave them the proper feedback, thus leading to the	Student achievement increased 6% from last term when measuring the passing and demonstration of this SLO through the various assessment measurements. I was pleasantly surprised given the drastic increase in students enrolled from 40 to 70 this term.
	SLO #4	Understand how to design and implement a Psychological Skills Training program for participants.	50/70 or 71% of the students successfully completed this overarching assignment with a "C" or higher. 20/70 students or 19% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I can initiate and increase communication via e-mail with those students that are showing a lack of effort; however this is an assignment that is due at the very end of the course. Perhaps emphasizing on the instructor postings section the importance of completing this project more often especially towards the end of term will help with satisfactory completion rates. I thought I made a more concerted effort	The assessment rubric was exactly the same from the following term. This term unfortunately student achievement dropped 12% from last term when measuring the passing and demonstration of this SLO through scoring each student's PST Projects.

PHIL 4	SLO #1	The ability to communicate knowledge of major ethical theories, including Deontology, Utilitarianism, and Virtue Ethics.	Enrollment: 30 (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (9); 90%-100% (11)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (20%) Earned substandard grades of 69% or below [0%-59% (5), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	SLO #2	Identify and analyze competing ethical theories by comparing and contrasting their primary similarities and their most significant differences.	Enrollment: 30 (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (9); 90%-100% (11)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (20%) Earned substandard grades of 69% or below [0%-59% (5), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.
	SLO #3	Practically apply knowledge of major ethical theories to moral problems.	Enrollment: 30 (80%) Passed with 70% or Better [70%-79% (4); 80%-89% (9); 90%-100% (11)] Pass rate attributed to high student participation and active learning practiced in class to achieve core competencies. Extra credit was offered and completed by 2 students, which aided in the raising of their grades. (20%) Earned substandard grades of 69% or below [0%-59% (5), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.

PHIL 5	SLO #1 (1)	Communication/Qualitative	I had an 80% pass ratio.	N/A	
	SLO #1(A)	The student is to be exposed to the variety of religious expression as seen in the kaleidoscope of religious faiths evident in the world today. The student is to be sensitized through understanding these religious traditions, thus becoming more accepting of people from various cultures.	<p>Test #1 was done as a sample test and was not counted.</p> <p>For test #2, the average for 27 students was 70.6%</p> <p>For test #3, the average for 26 students was 71.5%</p> <p>For test #4, the average for 24 students was 66.2%</p> <p>For test #5, the average for 24 students was 62.1%</p> <p>For test #6, the average for 23 students was 75.6%</p> <p>For the mid-term exam, the average for 25 students was 81.7%</p> <p>For the final exam, the average for 21 students was 80%</p> <p>For the thought paper, the average for 22 students was 99.2%. I do try to grade easily on the thought paper, yet three students didn't bother.</p> <p>Some of the early tests had a couple of fill-in blanks. The score were predictably lower for those tests, but I have been using this method to try to get the students to study seriously and</p>	<p>I feel that things went well this semester and plan to continue the above but also continue to stress the importance of regular attendance. I have been rewarding students with extra points for good attendance, but find that some students miss a lot of classes, some will miss as much as half of the classes. I'm afraid that some just don't care! So far, I can't what see what I can do about this.</p>	There have been no real changes but we only viewed video relative to the subject matter at the end as time allowed.
	SLO #2 (1)	Essay Exams	I had an 80% pass ratio	N/A	

SLO #2 (A)	The student is to recognize and examine the blind spots and preconceptions of the author of our textbook.	<p>Test #1 was done as a sample test and was not counted.</p> <p>For test #2, the average for 27 students was 70.6%</p> <p>For test #3, the average for 26 students was 71.5%</p> <p>For test #4, the average for 24 students was 66.2%</p> <p>For test #5, the average for 24 students was 62.1%</p> <p>For test #6, the average for 23 students was 75.6%</p> <p>For the mid-term exam, the average for 25 students was 81.7%</p> <p>For the final exam, the average for 21 students was 80%</p> <p>For the thought paper, the average for 22 students was 99.2%. I do try to grade easily on the thought paper, yet three students didn't bother.</p> <p>Some of the early tests had a couple of fill-in blanks. The score were predictably lower for those tests, but I have been using this method to try to get the students to study seriously and do much better on later tests which</p>	I feel that things went better this spring than last fall and I will try to continue the approach indicated just above.	
SLO #3 (A)	The student is to develop a knowledge of the various terms used in the field of religious studies as well as deepen an understanding of the cultural and historical elements that have helped to	I did select a subject for Thought Papers that encouraged free expression of personal thoughts.	I will continue to emphasize all the more the importance of tolerance of other people's world-view.	There were none. I sensed very little trouble with students speaking in a derogatory fashion of other forms of religion.

PHIL 6

SLO #1 (1)

Communication (personal expression and information acquisition)
OUTCOME: The ability to communicate knowledge of the primary ideas within the literature of the Bible
RATIONALE: To demonstrate the ability to communicate at the college-level in vocabulary and in the discussion of

86% of the students completed the course. The final grades for the students in this course were 6, A's,5,B's,1,C 0,D and 2 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The four students that received F's did not take both exams.

My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.

Students have been encouraged to review the lectures for each lesson prior the exam.

93% of the students completed the course. The final grades for the students in this course were 12, A's,2,B's,0, C 0,D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of

My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.

Students have been encouraged to review the lectures for each lesson prior the exam.

SLO #2 (2)	<p>Creative, Critical, and Analytical Thinking</p> <p>OUTCOME: Identify primary similarities germane to the Bible and the world view it presents.</p> <p>RATIONALE: To exhibit the ability to analyze and critically think.</p> <p>ASSESSMENT: Critical and analytical thinking to be assessed through summary and analysis of class readings, in-class</p>	<p>86% of the students completed the course. The final grades for the students in this course were 6, A's,5, B's, 1,C , 0,D and 2 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did most of the discussion board questions and were working on assignments during the last week of class.</p>	<p>My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.</p>	<p>Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.</p>
		<p>93% of the students completed the course. The final grades for the students in this course were 12, A's,2, B's, 0,C , 0,D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did most of the discussion board questions and</p>	<p>My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.</p>	<p>Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.</p>

SLO #3 (3)	<p>Community/Global Consciousness and Responsibility</p> <p>OUTCOME: Cultivate knowledge, respect, and tolerance of different views about the Biblical perspectives dissimilar from one's own.</p> <p>RATIONALE: To expand and deepen sensitivity to the complex nature of the major Bible worldviews.</p> <p>ASSESSMENT: Increased knowledge, respect, and tolerance to be assessed through summary and analysis of class readings, in-class discussions a</p>	<p>86% of the students completed the course. The final grades for the students in this course were 6, A's,5,B's,1,C, 0,D and 2 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries and were working on assignments during the last week of class.</p>	<p>My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.</p>	<p>Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.</p>
		<p>93% of the students completed the course. The final grades for the students in this course were 12, A's,2,B's,0,C, 0,D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries</p>	<p>My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.</p>	<p>Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.</p>

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 63% based upon the results of the Final Exam. There was a decrease in student achievement with respect to this SLO over the previous semester.	Individual Questions where < 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and	Individual Questions where <50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted.
	SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 was 63% based upon the results of the Final Exam. There was a decrease in overall student achievement with respect to this SLO over the previous semester.	Individual Questions where < 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A student tutor will be recommended to Tutorial Services in order to assist students. More one-on-one communication opportunities between the instructor and	Individual Questions where <50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted.
	SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal,	SLO #3 was 84% based on one Research Project. These results were a decrease from the previous semester, but, overall, the average score on the Research Project was still indicating above average student achievement.	Groups will be required to present a weekly oral update on their progress with this project to the instructor. Outlines for the Oral Presentation portion of the Research Project will now be required to be submitted from all groups. A Grading Rubric, created from the assignment Checklist, will be implemented	One-on-one class time was provided between the instructor and the Research Project groups for consultation, assistance, and to help guide the students and/or answer any questions.

POLI 1	SLO #1	Identify and describe the structure of political issues and political relationships.	<p>10/14= C or Higher; 1/14 = C or lower; 3/14 = no submission</p> <p>Students seemed to pick subjects that they found interesting, and for the most part which resulted in success. I feel that the papers, however, were not written at as a strong of level as they could have been. My action plan I believe will help correct this.</p> <p>42/52= C or Higher; 2/52 = D; 8/52 = no submission</p> <p>Students did very well and I was happy with the results both in terms of writing and with the content of their papers. I would like to increase academic rigor, which I believe my action plan's rubric will help bring about.</p> <p>7/11= C or Higher; 4/11 = C or lower (3 no submissions, 1 plagiarism issue)</p> <p>Completed papers continue to demonstrate that the students enjoyed the process and understood the importance of government in making political decisions. Papers demonstrated the relationship between government and populace, as well as the various parts within government.</p>	<p>I will continue to stress the importance of local government and for students to focus on issues that matter to them. I am also developing a rubric so they better understand what is needed to best complete the assignment. This will also increase academic rigor. Also, I am going to add the Affordable Care Act to the list of subjects that cannot be written about (they have a tendency to</p> <p>As with the live class, I am developing a rubric so they better understand what is needed to best complete the assignment. This will also increase academic rigor. Also, I am going to add the Affordable Care Act to the list of subjects that cannot be written about (they have a tendency to</p> <p>Plan to make changes over summer. These include creating or finding a strong rubric to make specific recommendations for students and to improve their writings. Improving academic rigor (which a rubric would help) is a must. Moreover, I want to focus on students demonstrating greater understanding of which branch of the government and/or level</p>	<p>Plagiarism was not an issue this time around as in previous semesters; this was stressed early on and I required the students to visit Plagiarism.org.</p> <p>No major changes made from previous assessment. I am glad to have added another topic to the list of non-allowed topics.</p> <p>Added the Affordable Care Act to list of disallowed subjects (with caveats). This helped keep the papers more up to date and focused on policy creation, instead of mere research and informative.</p>
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		<p>The majority of the students were able to identify two interest groups with opposing viewpoints on controversial issues , such as abortion, gun control , and global warming and derive at a position based on facts and not just opinions.</p> <p>A small portion (about 10 percent) of the student had problems in citing their interest group sources either in a MLA or APA format.</p>	<p>Will reinforce /incorporate the various internet sites that depict MLA and APA sites</p>	
SLO #1 (Macias)	The course is designed to give the student an understanding of the American political system, including the California state	Students develop an understanding of American political principles and their relationship to political processes, institutions, and policies that shape the character of the American experience. Achievement of the SLOs are reflected in their responses to research questions and the various	The students level of writing for all courses are lacking. continued emphasis in written responses to essay and research papers.	No changes will be made for spring courses.
SLO #1 (Marietta)	Define political culture and describe the unique combination of political values that form the American political culture	<p>70 pass; 16 below passing</p> <p>Midterm Exam – 92% passed; 8% failed; Final Exam – 84% passed; 16% failed; overall retention 89%</p>	<p>The assessments are challenging but the essay grades, which have equal weight with the exams, pulled the students overall averages up so that 91% of students passed with a C or better</p> <p>Students are doing well on the exams – continue to encourage students to study the review</p>	<p>Allowed “open notes” along with “open book” for all testing</p> <p>Allowed open book and open notes on proctored exams; provided review/hints for both exams; sent messages to students who missed</p>
SLO #1 (Spring 15)	Understanding US Constitution & Party Politics	19 of 22 passed with C or better	No changes seem warranted	

SLO #2	Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.	<p>10/11 = B or higher</p> <p>Students had a good understanding of James Madison. Demonstrated ability to link his writings to his beliefs in the preservation of liberty in the young nation and beyond.</p> <p>50/52 = 16 points (out of 20) or higher; 2/52 = 15 points (posted a comment on the discussion board but did not respond to a fellow student's post)</p> <p>Students in the first week showed an eagerness to deal with big issues such as the need for greater direct democracy (or the lack of need), the important principles of the U.S. Constitution, and the role of women in the founding of America (or perhaps better stated, the lack of the role for women at the Constitutional convention). The high level of Only 3/13 performed well in the matching portion of the test. This demonstrates to me that there is a disconnect between the major thinkers and their writings.</p>	<p>Demonstrates that having a separate, open book (copy of Federalist Paper) was a better way to demonstrate student understanding of a political thinker (in particular, James Madison). This, coupled with the changes made to the final exam (where they examined two thinkers from separate lists) was a good change. Now need to increase academic rigor (huge must), in particular what is I am actively implementing changes for my live class that I would like to do similarly to my online course. This summer break will allow me to make major changes and updates to my online class.</p> <p>I am making a couple of major changes to my course to correct this and to make sure that the SLO is truly achieved. In particular, I am having the students read more of the major thinkers directly and then writing essays based on this (does not have to be open book). I am changing the Constitution exam to allow</p>	<p>Major change: instead of normal Constitution test have given, gave an essay portion regarding James Madison and the Federalist Papers. This allowed the students to interact with primary sources, and to demonstrate an understanding of a specific thinker. Also, although not included as the example for this SLO, the final exam included a larger, written section on political thinkers (instead of simply matching). Here they were given 2 lists of thinkers (4 Have not implemented changes from first part Fall semester as of yet (see action plan below).</p> <p>Not many changes from the previous assessment; still the problem of non-high success.</p>
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		The majority of the students were able to identify key political concepts, such as the Constitution, majority rule and minority rule. Additionally the majority of the students were able to describe the structure and functions of National government established by our founding fathers	None, continue to use the 3 c model to assess the critical thinking skills of the student body as they assess the concepts and processes of our political structure.	
SLO #2 (Marietta)	Differentiate between the roles of the 3 branches of the American	90% of students passed the quizzes and 98% of students passed the discussions	Allowing late posts and discussions for partial credit enhances retention	Late quizzes and discussion posts allowed thru the end of the course
		93% of all students passed the quizzes and 99% of all students passed the discussions	Allowing late posts and discussions for partial credit enhances retention	Late quizzes and discussion posts allowed thru the end of the course
SLO #3	Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order.	Average grade: 85% (5.09/6) As before, most students were able to answer what were the three roles of the media in a democracy. The language of politics though is strong as this is discussed in POLI 1 throughout the lectures—the nature of governance is based on a type of	As with my live class, I hope to add a short essay considering the role of the media and technology in terms of changes to our democracy. This may also be done during the Final Exam.	Have not implemented changes from first part of Fall semester as of yet.
		Successful: 10/14 (4 no submissions) Students for the most part seemed to have an understanding in how changes in media and technology are affecting America's democratic system.	I want to add more academic rigor; I believe a clear rubric will help accomplish this. I do not think more time to write the assignment is necessary as it is not very long. I believe I will have students focus more on the	This is a major change by including a new assignment instead of a simple question on the final exam. While it can be improved (see below), I am happy that there is now an assignment for the students to go a bit deeper.
		Successful: 8/11 (3 no submissions) Students demonstrated an understanding in the importance of media. This group, as compared to prior semester, also better understood how media makes a major impact through specific changes.	Same as last SLO (making changes over the summer): I want to add more academic rigor; I believe a clear rubric will help accomplish this. I do not think more time to write the assignment is necessary as it is not very long. Will continue to emphasize the need to	No major changes from first part of spring semester.

			The majority of the students were able to identify the three basic points regarding public opinion and representative democracy. Students also addressed how heredity, gender, family, religious and ethnic traditions occupational experiences and higher education influence their political viewpoint in the final assessment. . Additionally, students were able to	I will continue to challenge students to explore their opinions on controversial political issues and generate course discussion and debate.	
	SLO #3 (Marietta)	Analyze major political issues in the American political system	95% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late	Accepted late essays for partial credit and reminded students via Moodle messages and emails
			96% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late	Accepted late essays for partial credit and reminded students via Moodle messages and emails
POLI 2	SLO #1 (1)	Demonstrate knowledge and understanding of historical relationships and political thoughts that shaped each democratic and	75% passed the proctored final exam; 25% failed or did not take the final exam	Determine earlier in the course when a student has given up but not withdrawn	Used Moodle message board to send messages and sent emails to students falling behind.
	SLO #2 (2)	Develop an understanding of culture and customs which shape the political thought of each political system	92% passed the discussions; 8% failed to complete	Change discussion questions to increase student involvement and interest. Generally, students did well on discussions but some refused to participate. More follow-up	The discussion board scale was 0 to 10 points per question; instructor interacted every day and encouraged students to think outside the box.
	SLO #3 (3)	Describe the unique governmental structures when power is systemic to opposition of political systems	92% of submitted essays passed; 8% were not submitted	Essay performances improved over last year. Continue to follow-up with procrastinators.	emailed/messaged students who did not submit their essays on time; even allowed three students to submit missing essays after last day of class for partial credit.

PSYC 1	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology.	40127 - Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 85%. The four students that earned a D missed multiple study guides and had low test scores. The student that earned an F missed a presentation, multiple study guides worth 10 points each and had Final 47.25; midterm 68.46; Discussion Boards 102.7 Nineteen of the 24 students who completed the course completed the essay final exam in which they were asked to discuss the areas of SLO 1.	Student success was 85%. No immediate changes are planned. Include more supplemental materials (readings of relevant current materials and digital versions of flashcards i.e. the Ceerrego Program to emphasize concepts The number and frequency of reminders will be maintained. The first week's greeting, as well as other comments throughout the semester explain the difference between the written final and the last test which is multiple choice, and only covers the last few chapters. Instructor	One more chapter was added. Chapter 14 covering social psychology was added to the curriculum. Included summary of discussion board topics in midterm and final As with the previous SLO's the instructor posted about the final. She urged students to ask questions, and reminded them to submit it. She differentiated between it and the last proctored test. She did not post in the grade book section that she had not received a final. Those that were active students submitted their finals.
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Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through a comprehensive final exam. As the exam is open book and open notes, the exam measures not only students retention of concepts, but their ability to locate information in the future and their ability to translate concepts into practical knowledge by applying concepts to "real life" situations posed in the file (e.g. vignettes). Grading reflects the cumulative knowledge gained and application of concepts learned in the course. 44 students completed the final exam. 42 scored 60% or higher on the exam. Two scored below 60% (considered a failing grade). It is unclear whether students who "fail" the final exam do not understand the course concepts, ran out of time, or were not prepared for the exam. It is likely the latter two. as

Data indicates that students who completed the final exam understood and can practically apply the concepts of the course. Of the 49 students who were enrolled at the end of the term, 44 completed the final exam. 42 completed with a grade of 60% or above and demonstrated their understanding of the concepts. Of the 5 who did not complete the final exam, one dropped the course and the other four stopped attending. Of the two who scored lower than 60% on the final exam, both passed the course, indicating that there was some other reason for the low exam score than failure to understand the concepts.

Added and analyzed retention information

Students wrote 3 short, apply it papers, in which they described a key concept, principle, or theory, and applied it to a personal experience/observation of the particular concept in real life settings. Papers were due in weeks 2, 4, and 7.

Apply it Paper 1:

14/22 or 63% of the students completed the assignment with an "A"
1/22 or 5% of the students completed the assignment with a "C"
1/22 or 5% of the students completed the assignment with a "D"
6/22 or 27% of the students did not complete the assignment

Apply it Paper 2:

15/22 or 68% of the students completed the assignment with an "A"
1/22 or 5% of the students completed the assignment with a "B"
1/22 or 4.5% of the students completed the assignment with a "C"
1/22 or 4.5% of the students completed the assignment with a "F"
4/22 or 18% of the students did not complete the assignment

Apply it Paper 3:

9/22, or 41% of the students completed the assignment with an "A"
7/22, or 31% of the students completed the assignment with a "B,"
1/22 or 5% of the students completed

The data indicates that students understand the concepts and theories, and are able to apply it. I encouraged the students who did not submit papers to complete their work on time, and offered them additional support. I provided detailed feedback on the papers, and allowed students to make corrections up until the due date, provided that the paper was submitted early enough. The decrease in "A" grades in Apply it Paper 3 was due to students either not making corrections with grammar, or not following instructions to include their reference. I will continue to assign the Apply it Papers, as students are able to grasp the concepts by applying it to their own personal experiences.

I updated my instructions for writing the papers. This time around, I required students to include references. In my instructions, I added examples of how to reference sources, specific margin/font/spacing requirements, and examples of how to appropriately cite sources within the body of the paper. Papers were graded more stringently in terms of grammar, punctuation, etc., so that students would come up to par with college level writing. Specifically for the first paper, I pointed out each grammatical error, run-on sentence, lack of punctuation, etc., so that students could use it as a reference for subsequent papers. I noticed the level of errors decreased in the second paper.

Students wrote 3 short, apply it papers, in which they described a key concept, principle, or theory, and applied it to a personal experience/observation of the particular concept in real life settings. Papers were due in weeks 2, 4, and 7.

Apply it Paper 1:

9/28 or 32% of the students completed the assignment with an "A"
7/28 or 25% of the students completed the assignment with a "B"
5/28 or 18% of the students completed the assignment with a "C"
1/28 or 4% of the students completed the assignment with a "F"
6/28 or 21% of the students did not complete the assignment

Apply it Paper 2:

14/28 or 50% of the students completed the assignment with an "A"
6/28 or 21% of the students completed the assignment with a "B"
3/28 or 11% of the students completed the assignment with a "C"
1/28 or 4% of the students completed the assignment with a "F"
4/28 or 14% of the students did not complete the assignment

Apply it Paper 3:

9/28, or 32% of the students completed the assignment with an "A"
7/28, or 25% of the students completed the assignment with a "B"
1/28 or 4% of the students completed the assignment with a "C"
1/28 or 4% of the students completed the assignment with a "D"

Overall, students were able to explain and apply the key principles, theories, and generalizations of psychology. Feedback was given to every student, including an explanation of the concepts or theories if they were applied incorrectly. Students were able to apply the concepts to real life situations/examples, and many provided thorough, detailed descriptions/applications of the information accurately. Instructor will continue to encourage students to complete the papers, and to continue to contact instructor with any questions.

SLO #2

Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology.

40127 - Students were required to complete a study guide for each of ten chapters covered. Most students achieved success, 85%. All four students that earned a D missed multiple study guides and had low test scores. The student that earned an F did not participate in a group presentation and missed multiple Final 47.25; discussions 109.7

Twenty-four of the 28 students who completed the course completed the essay final exam in which they were asked to discuss the areas of SLO 1.

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.

The number and frequency of reminders will be maintained. The first week's greeting as well as other comments throughout the semester explain the difference between the written final and the last test which is multiple choice, and only covers the last few chapters. Instructor

Include supplemental reading material and flashcards.

One more chapter was added. Chapter 14 covering social psychology was added to the curriculum.

The previous two SLO's reported more instructor posting about the Final and its difference from the last proctored test. The instructor also posted in the grade book section that she had not received a final (as well as a term papers). That resulted in students submitting their work by e mail if it was not in the assignment

Included summary of discussion board topics in midterm and final

<p>Posts: Intuition vs. critical thinking, differences in cultural styles of child rearing, analysis of what shapes beliefs & perceptions, collectivism vs. individualism, analysis of classical conditioning, analysis of cognitive strategies, analysis of therapeutic perspectives & therapy modalities</p>	<p>Half of the class fully demonstrated the ability to analyze and critically evaluate different ideas, arguments, and point of views associated with general psychology. They were able to challenge viewpoints, as well as consider alternate viewpoints.</p>	<p>Beginning in week 3, I switched from using my grading rubric to Barstow's grading rubric. After switching rubrics, the quality of the responses increased, especially with peer responses. I graded more stringently on their writing, in order to increase their ability to write at the college level. I updated some discussion questions to make the concepts more personally relatable to students. I noticed that students were better able to critically evaluate ideas when they could compare/contrast them with personal experiences & observations. Some students continued to post with many grammatical errors, even with constant feedback and examples on how to correct the errors. The majority, however, were diligent in making the corrections. I continued to give detailed feedback about their posts, including the opportunity to make corrections up until the due date.</p>
<p>11/22 or 50% of students were consistent in completing their discussions posts, and completed the aggregation of their posts with a "C" or higher.</p>	<p>The other half displayed a general lack of effort, as their posts were inconsistent. However, they demonstrated the capability to critically evaluate ideas/arguments when they posted. The above data indicates that half of the students were working below their ability. I reached out to students and offered support when I noticed they weren't posting, even offering to speak by phone. For next semester, I will continue to refine discussion questions, and will continue to provide support and encouragement to students to complete their work. I will continue to remind students to stay in close communication with me, especially when situations arise that inhibits their ability to complete the work.</p>	
<p>2/22 or 9% of the students completed the aggregation of their posts with a "D," due to not thoroughly responding to the questions, not responding to the actual question, not critically evaluating the ideas, and/or not completing posts on time.</p>		
<p>6/22 or 27 % of students were inconsistent in completing their posts, & completed the aggregation of their posts with an "F". However, for the majority in this group, the grade was due to not posting at all in some of the weeks. When posts were completed, responses were generally excellent, and the students demonstrated ability to critically evaluate arguments/ideas. If these students would have posted consistently, their aggregate grade would have been in the "A" range. Therefore, I consider them as being successful with this student learning outcome, in spite of what the grade would suggest. Some of the students lost points for continuing to post with incorrect grammar, punctuation, capitalization. referencin. and</p>		

Responses to instructor's discussion questions-Posts: Intuition vs. critical thinking, differences in cultural styles of child rearing, analysis of what shapes beliefs & perceptions, collectivism vs. individualism, analysis of classical conditioning, analysis of cognitive strategies, analysis of therapeutic perspectives & therapy modalities

72% of students completed the aggregation of their posts with a "C" or higher.

2% of the students completed the aggregation of their posts with a "D," due to not thoroughly responding to the questions, not responding to the actual question, not critically evaluating the ideas, and/or not completing posts on time.

4% of students completed the aggregation of their posts with an "F".

72% of the students were inconsistent
Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through their discussions and responses to other students. Grading reflects the sum of their participation and demonstrated understanding in this area. Course attendance is counted via these discussions.

Overall, students demonstrated the ability to analyze and critically evaluate different ideas, arguments, and point of views associated with general psychology. Many students integrated outside research and experience when critically evaluating ideas & arguments. Instructor will continue to provide detailed feedback on posts, and pose further questions to improve quality of responses as needed. Instructor will continue to reach out to students and encourage them to complete the posts. Instructor will also continue to be available to students to answer questions if further clarification is needed.

Data indicates that students who completed the course understood and can practically apply the concepts of the course. Of the 49 students who were enrolled at the end of the term, 44 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 5 who did not, most failed to complete the discussions altogether. and

Retention information added and analyzed

		<p>The majority of discussion grades were at 85% or above. The discussion boards that scored above the 80 centile was more than 80% of the total boards.</p> <p>This class of students were varied in their answers. Some occasionally only answered one or two of the four required questions. Some consistently answered all questions, even when there were more than the minimum requirement. Thus their scores had larger ranges than previous classes. One student - who only attempted to answer one questions, scored two points for the entire assignment. Most score at the 80 or 90% range. This was a more supportive class in that most of the class made at least one positive comment to a peer during each week.</p>	<p>Increased direct comment to student posts through Moodle. Also continue to support student contributions and remind them about completion of discussion boards</p> <p>Increased direct comment to student posts through Moodle. Also continue to support student contributions and remind them about completion of discussion boards.</p>	<p>Moodle enhances response to specific students comments. It increases direct interaction between students, as well as with the student and the instructor. Students consistently report they enjoy class interaction</p> <p>Moodle enhances response to specific students' comments. It increases direct interaction between students, as well as with the student and the instructor. Students consistently report they enjoy class interaction and discussion.</p>
SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	<p>40127 - Students chose a mental disorder and an appropriate therapy and presented a skit to the class where they acted out the disorder and the therapy. The students observing then had to decide which disorder and therapy was presented. All the students that presented achieved success on this assignment - 97%. Only one student did not participate in the group presentation and this is the only</p> <p>Participation in discussion panels 102.7</p>	<p>All students that participated in the skit presentations were successful - 97%. No changes planned for next semester.</p>	<p>Students appeared to be interested and presented quality skits.</p>
		<p>Student writing improved through the semester. Their demonstration of critical thinking skills also noticeably improved over the course.</p> <p>Student writing improved through the semester. Their demonstration of critical thinking skills also noticeably improved over the course.</p>	<p>Include more supplemental materials (readings of relevant) current materials and digital flashcards.</p> <p>Immediate follow up on missing work aids retention as well as submission rates. Will continue to do so.</p> <p>Immediate follow up on missing work aids retention as well as submission rates. Will reinstate personal notes to students missing work.</p>	<p>Increased participation in discussion boards</p> <p>Discussion board and FAQ posting seemed to aid in bringing due dates to awareness.</p> <p>Discussion board and FAQ posting seemed to aid in bringing due dates to awareness.</p>

Students had to go to a store or a greeting card website to evaluate greeting cards from each age range. They had to choose what particular developmental theory(s) applied to their observations, write a description of the theory(s), and the reason they believed it fit with their observations.

11/28 or 39% of the students completed the assignment with an "A"
2/28 or 7% of the students completed the assignment with a "B"
2/28 or 7% of the students completed the assignment with a "C"
13/28 or 46% of the students did not

The above data indicates that overall, students generally do not complete this assignment. However, when the assignment is completed, students demonstrate the ability to articulate their position on the theory(s). Instructor will not continue to use this assignment, and will substitute it with another assignment in which this SLO can be successfully completed by students.

No changes made. There was an increase in students who did not complete the assignment, compared to Spring, Session 2. 36% of students did not complete the assignment in session 2, and 46% did not complete it in this current session. There were 22 students who completed the course in session 2, and 28 students who completed this session.

Students had to go to a store or a greeting card website to evaluate greeting cards from each age range. They had to choose what particular developmental theory(s) applied to their observations, write a description of the theory(s), and the reason they believed it fit with their observations.

10/22 of the students or 45% successfully completed the assignment with a "C" or higher, 4/22, or 18% of students did not follow the instructions for completing the assignment, 8/22, or 36% did not complete the assignment.

Students were given the opportunity to make corrections.

The students who successfully completed the assignment demonstrated the ability to articulate and describe their position of why/how the specific developmental theories they chose applied to the specific age ranges they observed. There were some whose observations and analysis went above and beyond what was required.

The above data suggests that students tend not to complete the assignment, or do not follow the instructions. It may be the case that the low success rate is due to the great length of time students are given to complete it, and its due date being the same week as the final. Many of the students who did not complete the assignment are the ones who were inconsistent in completing their work in the class, but displayed excellent work when they did complete their assignments. It is likely that these students would have successfully articulated their position using the theories.

As this assignment is also assigned currently in my Spring session 3 Intro to Psyc class, I will monitor to see if this assignment should be stopped altogether the next time it's taught. The two ideas I would consider to replace it with are:

A journal assignment in which students would write their initial position on a concept/issue, and

I expanded the assignment to include looking at free ecards on the internet, instead of only having to go to a store. It was still made available at the end of week 3, and students had until the end of week 9 to complete the assignment. I continued to give students reminders about completing the assignment. All of the students began submitting the assignment in week 9.

		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. 44 students completed the course, and 41 students completed discussions with 60% or better, indicating they were backing up their positions with references and/or current research in the APA style as outlined. Discussions were well-thought-out, coherent, and grammatically correct. Those who did not score above 60% on the discussions generally failed to reference their work or failed to complete one or more discussions. Those who failed the course completed only minimal numbers of discussions and did not complete them as outlined (citing references, responding to other students, substantive discussion (defined specifically in the syllabus) or major grammatical errors.	Data indicates that students who completed the course are able to cite references in APA style, communicate appropriately in writing, and articulate their position in writing with authoritative back-up. Of the 49 students who were enrolled at the end of the term, 44 participated in the discussions as outlined, generally including references, citing appropriately, providing substantive postings, and using correct grammar/punctuation. Of the 5 who did not, most failed to complete the discussions altogether, and stopped attending in the middle or near the end of the course (one student withdrew). Developing an action plan is difficult, as over 15 years of teaching this course, I have added an APA "example" page, a "common writing mistakes college students make" page, and clearly outlined in the syllabus what counts as a "substantive" posting, to ensure that the expectation to communicate appropriately in writing at a college level is clear: not only as to the expectation itself but as to how to carry out I will provide an example to provide the students with more specific direction on how to complete the assignment.	Retention information added and analyzed
PSYC 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human	30/46 or 65% of students completed the assignment. 31 or 97% of students who submitted their assignment received an A. 1 or 3% of students who completed the assignment received a B.	First time teaching the course

		Quiz 39 students completed Quiz 1. 11/39 or 28% students who completed Quiz 1 received an A. 8/39 or 26% received a B. 7/39 or 18% students who completed Quiz 1 received a C. 10/39 or 26% who completed Quiz 1	Change some of the questions to improve clarity.		
	SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human	32 students completed the assignment. 28/32 or 87% of students received an A. 4/32 or 12% of students who completed the assignment received a F.	Participate more in discussion boards to initiate a discussion earlier in the week.	
		39/46 or 85% of students completed the assignment. 21 (54%) of those that completed the assignment received an A. 6 or 15% of the students who completed the assignment received a C. and 12 or 31% of the students who completed the assignment received a	The instructor will increase participation in discussion boards to encourage critical thinking skills.	First time teaching the course.	
	SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	31 students completed the assignment. 24/31 or 77% received an A. 4/31 or 13% of students received a B. 2/31 or 6% of students received a C. and 1/31 or 3% of students received a D	Next semester I will post a sample of a paper with more detail of the requirements.	
		32 or 70% of enrolled students completed the assignment. Out of those who completed the assignment 27 or 84% received an A, 5 or 16% received a B. and 1 or 3% received a D	I will post a sample of what is expected for this assignment.	First time teaching this course.	
PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed	Average score for this assignment was 90%. Target met	No changes. Will target each assignment with a specific SLO	Previous: 94% scored above 80% with only one scoring 70%. The average score for this assignment was 80%. Current: Target met. 82% of class scored at or above mastery level.
	SLO #2	Critically analyze research methods and their appropriateness to the research	Average score for this assignment was 79%. Target met. Lowest question relating to research methods was 58% accuracy, and highest demonstrated 95% accuracy.	None noted. Will include the SLO measured in each assignment given.	Previous: different assignment used to measure this SLO Current: Target met.

PSYC 14	SLO #1	Demonstrate an understanding of the concepts of use, abuse, and addiction.	Of the 31 passing students the average score of the final was 91%. This data is collected weekly on our discussion boards. Each students submits their own opinion and then comments on another student's entry.	My action plan is to continue dropping in-active students. Concentrate on the ones who are trying to learn. No changes planned with discussion at this point, but you never know.	During an in-service last Fall I learned that inactive students need to be dropped after a couple of weeks of inactivity even after the first census. Honestly, this left me with students who were really working hard and I was able to put all my attention into No changes were made.
	SLO #2	Demonstrate an understanding of the disease concept of addiction.	31 final exams completed, 25 had passing grades and the remainder made enough points from the final to help them pass the class with a B or higher. 31 students completed the course, no one failed! Of the 31 completed, 20 completed with an A. 63% 7 with a B, 23% and 3 with a C, 1% Only one- who had fallen behind at the end of class received a D	After speaking with the web-master (Nancy Olson) regarding certain issues with the final, I am going to change from a combination test to just a multiple choice/true-false test and have the students complete essays within the course at some other point. This should clear up I will continue with the discussion board, it is a great tool to check for student understanding.	No changes were made to the exam process. No changes were made to the discussion, this class just seemed to interact more and were not too shy in sharing on the board. They were also very encouraging to one another.
PSYC 15	SLO #1	Identify and critique key terminology and concepts found in the study of guidance and counseling including ethical considerations.	48 students completed with 91% pass rate. Of the 4 people that failed the class, all 4 failed to submit the final exam; however one student has been invited to request an incomplete because their work was otherwise of a passing grade across the board. The other 3 were also remiss in submitting The average score was 90% per assignment indicating a good level of understanding	I don't believe any changes are necessary. One is limited to the on-line procedure as set up by the school. For the most part it works well to the best of its capability. I would like to have the capability to have a video conference time at least once More stringent use will be made of the early alert form.	I believe the changes that were put in place last session with the new text, increased discussion boards have greatly increased both retention and average grade achieved. Every effort was made to contact students who missed assignments, and also to provide suggestions for further study for those who had not grasped the concepts.

SLO #2	Evaluate the guidance and counseling processes that occur in helping relationships.	48 students completed with 91% pass rate.	I don't believe any changes are necessary. One is limited to the on-line procedure as set up by the school. For the most part it works well to the best of its capability. I would like to have the capability to have a video conference time at least once	I believe the changes that were put in place last session with the new text, increased discussion boards have greatly increased both retention and average grade achieved.	
SLO #3 (3)	Have a basic understanding of the skills needed to be an effective counselor/helper.	The average score was 86%, which indicates good participation and level of understanding. Despite scoring guidance in the syllabus, on the class board, and postings on the Instructor's Board however, some students still failed to grasp the concept of a 48 students completed with 91% pass rate.	Effort will be made early on in the class to identify and contact students who are not making full and appropriate use of the discussion board.	None	
PSYC 2	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to developmental	The average score for the weekly quiz series was 83%, and for the midterm was 80% indicating a good level of understanding. The average score for the final exam was 74% although one score is still pending. The breakdown was: 47% - A; 29% - B; 9% - C; 6% - D; 9% - F. Overall 85% of the class received a 'C' or above. These numbers do not include the 6 students who were FTWs.	Scores would probably be higher if this instructor chose an open book/notes approach to the final exam. However, given that a large number of the students who take this class do so as a pre-requisite for Graduate School programs in Counseling, this instructor feels that a certain standard of learning needs to be achieved that can	I believe the changes that were put in place last session with the new text, increased discussion boards have greatly increased both retention and average grade achieved.
		40128 - Four multiple choice exams covered 3 chapters each. Most students, 19 of 24 (79%) achieved success. All four students that earned a 'D' missed multiple study guides and had low test scores. The one student that earned an 'F' stopped attending midway through the term and	Student success was 79%. I plan to incorporate more in class activities that recycles information obtained in the study guides to add more formative assessment.	I used a different version of the Powerpoint presentations that included more video clips than previous PP versions. I also used more videos from the LRC collection.	

		70% mastered the subject 30 % above average	The average direct assessment score was in the A range. This suggests that the students are understanding the subject matter. There are no immediate changes to be made. The grade distribution for this course was	I will continue to use this assessment, students all responded positively.
		Total enrollment after census was 39 students. 2 students dropped the course, and 4 did not complete the course (did not take a final exam). Total students enrolled at the end of the course was 37, and 4 did not take the final exam, resulting in an F grade. Two students earned an F and two students earned a D. 81% of students were successful in passing the course. As noted, only 4 of the 19% who did not complete the course successfully	Continue to reach out to non-attending students to increase retention or offer assistance.	Reached out to non-attending students – resulted in two drops from the course rather than FW.
SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology.	40128 - 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, 19 of 24 or 79%. . All four students that earned a D missed multiple study guides and had low test scores. The one student that earned an F stopped attending midway through	Student success was 79%. I plan to incorporate more in class activities that recycles information obtained in the study guides to add more formative assessment.	I used a different version of the Powerpoint presentations that included more video clips than previous Pp version. I also used more videos from the LRC collection.

		Total enrollment after census was 39 students. 2 students dropped the course. 7 students received full credit on the discussions, indicating that they followed the instructions, included references, responded to other students, and their writing was substantive enough to answer the question and show understanding of the concepts. 13 students completed all discussions but did not receive full credit: 20 students completed all the assigned discussion questions and responses satisfactorily. 5 students failed to answer one question. The remainder of the students failed to answer 2 or more discussion questions: 8 students who completed the course and 4 who stopped attending. Discussions are the majority of the grade in this course and show the ability to conceptualize the concepts in writing, research and take a position in an opinion-related question, and back up the position with research and references. Responses are also substantive and	Nothing indicated.	Continue to respond to student discussions
SLO #2 (1)	List the stages of prenatal development	Total Notebook averages; 30 % Above Average 70.% Mastered		
SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	23 students completed all assignments. 11 students completed assignments missing only one or two. In all, 34 students of the 37 who remained enrolled completed the assignments successfully enough to receive 70% or better, and met the requirements of the assignments. 3 students stopped attending and did	Continue to require students to keep a notebook.	Notebooks were checked bi-weekly. Students were able to use their notebooks on quizzes.
			Written assignments are redundant to discussions and will be eliminated next time the course is taught. This SLO is also met through the discussions, which are writing-intensive.	

		40128 - 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 at 76%. All four students that earned a 'D' missed multiple study guides and had low test scores. The one student that earned an	Student success was 79%. I plan to incorporate more in class activities that recycles information obtained in the study guides to add more formative assessment.	I used a different version of the Powerpoint presentations that included more video clips than previous Pp version. I also used more videos from the LRC collection.	
	SLO #3 (1)	Describe and compare the stages of grief as well as differentiate between sudden and anticipated death and grief	All students were involved and processed information. Evidence supported in students notebooks.	I want to include the Life Cycle Film on aging.	
PSYC 5	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to career and life planning.	<p>100.00%90.00%100.00%100.00%</p> <p>89.99%80.00%88.19%</p> <p>79.99%70.00%75.12%</p> <p>69.99%60.00%72.5%</p> <p>59.99%50.00%71.26%</p> <p>Students 4/21/00% Pass rate 74%</p>	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.	74% of the class passed the class. 26% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of

90-100% A 1025.64%
 80-89% B 37.69%
 70-79% C 42 10.26%
 60-69% D 923.08%
 0-59% F 1333.33%
 392 100%

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.

67% of the class passed the class. 33% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common

Highest Letter 100.00% A 1436%
 Lowest Letter 80.00% B 1026%
 Letter 70.00% C 615%
 Letter 60.00% D 13%
 Letter 50.00% F 321%
 Total 39100%
 Passes 79%2

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SLO #1
(Addison)

Midterm

All 11 students did a great job collecting information and presenting it. Some ultimately decided that the job they thought about going into was nothing like they thought it would be.

I will not change anything I received nothing but positive feedback from students on how much they enjoyed the class

We used a brand new book so I changed my whole syllabus to reflect this new book

SLO #1
(Addison2)

Homework is assigned to help the student be successful and get a job as well as hold on to a job and be a

Students were assigned homework assignments and had to respond to other students posts.

The textbook will change for my class next time I teach this class so I will have to re-write and re-configure the lesson plan so I am not sure yet how this will effect the outcome for next semester

I allowed late posts with deduction of points.

SLO #1 (Robles)	The students will have the opportunity to explore career options in accordance with their skills, personality, talents, career assessments, and use multiple resources to explore a career goal which will enable the students to plan an academic plan to achieve their goal via online, manual, oral assessment	20 out of the 29 students completed weekly chapter assignments, quizzes, group discussions, oral presentations, power points presentations, essays, online research, online career assessment, Meyer Briggs assessment, and a career portfolio which included resume, cover letter, reference letter, unofficial transcripts, Ed plan, BCC graduation requirements, and Transfer requirements. This enabled me to assess the student strengths, talents and skills to assist the students in choosing an academic path, and careen goal. While 9 students did not successfully complete the college expectations required as the students choose not to continue with the class, but did not drop the class. ALL	The rubric is intended to have the students explore their personality, skills, and talents to correlate with a career path suitable for a lifetime career. During the course the students will discuss key points to enable the students to focus on a career path, academic goals, and to assist the students with self-awareness in choosing a career. Allowing the students the opportunity to take assessment test on the internet, manually or orally in the classroom this has really empowered their personal perspective about their individual talents and skills to pursue in a possible career path	There was a decrease of % student success from when the course was previously taught in the Fall the second time to require this assignment to the students. I felt it was successful for the student as well as beneficial feedback as an instructor.
SLO #1 (Umoren)	To increase reading comprehension and vocabulary building. Student will be given a list of 100 Latin and Greek roots. Student will be given a few minutes each class period to review list. Student will be given a pre-test and a post-test (each worth ½ a pt) to see how many Latin and Greek roots student	Mean score on Latin & Greek Pre-Test: 10.88 / 50 pts = 21% average Mean score on Latin & Greek Post-Test: 38.50/ 50 pts = 77% average	Students who study and apply learning and memory aids discussed and practiced in class have historically performed well. There are some students whose learning disability may hamper performance such as Attention Deficit Hyperactivity Disorder (ADHD).	More emphasis on visual memory aid (flashcards)

SLO #2 Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with career and life planning.

100.00%
 89.99%
 79.99%
 69.99%
 59.99%
 42

90-100% A 1025.64%
 80-89% B 377.69%
 70-79% C 410.26%
 60-69% D 923.08%
 0-59% F 1333.33%
 39 100%

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.

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74% of the class passed the class. 26% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of 67% of the class passed the class. 33% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of

Highest Letter	Lowest Letter	Percentage
A	A	14.36%
B	B	10.26%
C	C	6.15%
D	D	1.13%
F	F	2.1%
Total		100%
Passes		79%

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.

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SLO #2
(Addison)

Assigning Weekly Homework

All 11 students consistently turned in their homework weekly

I will not change anything in regards to homework assignments

SLO #2
(Addison2)

Recognize key regulatory agencies responsible for enforcing contracts and property rights.

There were 3 tests in this class they were open book however did have a time limit of 90 minutes.

The textbook will change for my class next time I teach this class so I will have to re-write and re-configure the lesson plan so I am not sure yet how this will effect the outcome for next semester

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 #3 Students will be able to demonstrate the ability to articulate positions orally and in writing.

100-100% A	100%	100%
89-99% B	0%	0%
79-99% C	0%	0%
69-99% D	0%	0%
59-99% F	0%	0%
Students	1	100%

90-100% A	10	25.64%
80-89% B	3	7.69%
70-79% C	4	10.26%
60-69% D	3	7.69%
0-59% F	1	2.56%
Students	39	100%

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.

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Highest Letter: A
 Lowest Letter: F
 100.00% A 14.36%
 89.99% B 10.26%
 79.99% C 6.15%
 69.99% D 1.13%
 59.99% E 0.21%
 Total: 100%
 Passes: 79%

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.

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SLO #3
(Addison)

Mock Job Interview

The final exam was a mock job interview. Students were to dress professionally as if they were going to a job interview

I will not change anything I received nothing but positive feedback from students on how much they enjoyed the class

SLO #3
(Addison2)

Create a resume and cover letter which helps the student be able to obtain a job and compete in the job market.

Students had to opportunity to have me read over their cover letter and resume to obtain maximum points before they were due to submit it for final grading.

The textbook will change for my class next time I teach this class so I will have to re-write and re-configure the lesson plan so I am not sure yet how this will effect the outcome for next semester.

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

SLO #3 (Robles)	To be able to define individual skills, talents, and abilities to pursue a career path. To understand personal career goals, and plan an academic path to transfer successfully to CSU or UC school. To be able to evaluate alternative choices in their educational path, and define realize goals through personality assessments, personal career interviews with professional in their chosen career choice. The formal assessment will enrich student with the college essentials to be a successful college student, and the portfolio will provide the student with	Spring 2015 the students completed the class with a 40% of the class completed the class with a "A", 40% of the class completed the class with a "B", 10% completed the class with a "C" while 10% of completed the class with an "F". The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities.	I have implemented more guest speakers from other colleges, Brochures from other numerous colleges, Park University, Brandan college and BCC advocates. I believe this course is always very effective for students to grasp personal and career choices to pursue. It enlightens students with a lifelong career path to follow. It is important for students to realize that all class assignments, quizzes, midterm, homework, attendance, essays, participation and the final are all of utmost importance to being a successful college level student. I believe BCC is a great start to a positive educational career path.	Students need to realize the investment in a college degree is how much effort, time, consistency, and personal growth they are willing to put forth. Taking college classes means they need to produce college level work in order to obtain the grade personally expected. Attendance, completion of all assignments, presentations, power points personal assessments quizzes, completing their portfolio, midterm, final are all extremely detrimental to their final grade.
SLO #3 (Umoren)	Complete 5 Personality Assessments (2 in-class; 3 online)	9 out of 9 students completed personality assessments.	More discussion on the correlation between personality assessments vs. career choice. Continue to search for more applicable online assessments that offer information on Improve follow - up procedures to decrease absences and drop outs.	Students were given more choices as to what personality assessments to take.
READ 100	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and	Three of seven student completed all assignments at 70% or better. (43%) Four students students failed to complete the SLO due to excessive absences.	No changes made

	SLO #2	Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts	Three of seven students completed the SLO at the 70% level. Four students failed to complete the SLO due to excessive absences. (43%)	Improve follow-up procedures to improve retention.
	SLO #3	Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote reading	3 of 7 students completed the SLO at the 70% level (43%) Four students failed to complete the SLO due to excessive absences.	
READ 101	SLO #1	Employ effective reading strategies, including skimming, scanning, previewing, predicting, basic note-taking, and organizing textual information, to	Five of Seven students completed the SLO. (72%) Two students failed to complete the course.	Improve follow up procedures to improve retention. No changes
	SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts	Five of seven students completed the SLO at the 70% level or better. (72%) Two students failed to complete the course.	Improve follow up procedures to improve retention.

	SLO #3	Refine effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote reading	Five of Seven students completed the SLO at the 70% level or better. (72%) Two students failed to complete the course.	Improve follow up procedures to improve retention.
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	Four of Four students completed the SLO at the 70% level or better. (100%)	
	SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract	Four of Four students completed the SLO at the 70% level or better. 100%	
	SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote reading	Four of Four students completed the SLO at the 70% level or better. 100%	

RLGS 1	SLO #1 (1)	<p>Communication (personal expression and information acquisition) OUTCOME: The ability to communicate knowledge of the primary ideas within the literature of the Bible RATIONALE: To demonstrate the ability to communicate at the college-level in vocabulary and in the discussion of</p>	<p>84% of the students completed the course. The final grades for the students in this course were 9, A's,14,B's,3,C's,1,D and 5 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The four students that received F's did not take both exams.</p>	<p>My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.</p>	<p>Students have been encouraged to review the lectures for each lesson prior the exam.</p>
			<p>89% of the students completed the course. The final grades for the students in this course were 13, A's,6,B's,3,C's,1,D and 3 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of</p>	<p>My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.</p>	<p>Students have been encouraged to review the lectures for each lesson prior the exam.</p>

SLO #2 (2)	<p>Creative, Critical, and Analytical Thinking</p> <p>OUTCOME: Identify primary similarities germane to the Bible and the world view it presents.</p> <p>RATIONALE: To exhibit the ability to analyze and critically think.</p> <p>ASSESSMENT: Critical and analytical thinking to be assessed through summary and analysis of class readings, in-class</p>	<p>84% of the students completed the course. The final grades for the students in this course were 9, A's,14,B's, 3,C's, 1,D and 5 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did most of the discussion board questions and were working on assignments during the last week of class.</p>	<p>My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.</p>	<p>Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.</p>
		<p>89% of the students completed the course. The final grades for the students in this course were 13, A's,6,B's, 3,C's, 1,D and 3 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did most of the discussion board</p>	<p>My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.</p>	<p>Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.</p>

SLO #3 (3)	<p>Community/Global Consciousness and Responsibility</p> <p>OUTCOME: Cultivate knowledge, respect, and tolerance of different views about the Biblical perspectives dissimilar from one's own.</p> <p>RATIONALE: To expand and deepen sensitivity to the complex nature of the major Bible worldviews.</p> <p>ASSESSMENT: Increased knowledge, respect, and tolerance to be assessed through summary and analysis of class readings, in-class discussions.</p>	<p>84% of the students completed the course. The final grades for the students in this course were 9, A's,14,B's, 3,C's,1,D and 5 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries and were working on assignments during the last week of class.</p>	<p>My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.</p>	<p>Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.</p>
		<p>89% of the students completed the course. The final grades for the students in this course were 13, A's,6,B's, 3,C's,1,D and 3 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did completed most of the summaries</p>	<p>My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.</p>	<p>Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.</p>

			93% of the students completed the course. The final grades for the students in this course were 12, A's, 2, B's, 0, C, 0, D and 1 F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. Out of the four students that received F's two of them did complete most of the summaries	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class.
RLGS 10	SLO #1	Communication / Qualitative	I had an 80% pass ratio.	NA	
	SLO #2 (2)	Essay Exams	I had an 80% pass ratio.		
RLGS 5	SLO #1 (A)	The student shall be able to read and explicate Bible stories, as well as explain and identify standard literary forms, devices and characteristics.	For test #1, the average for 23 students was 77.6% For test #2, the average for 20 students was 71.4% For test #3, the average for 22 students was 64.4% For test #4, the average for 20 students was 79.4% For the final exam, the average for 20 students was 62.3% For the research paper, the average for 18 students was 89% The research paper with its presentation is worth 40% of the grade. Two students never submitted	I feel that things went well this semester and plan to continue the above but also continue to stress the importance of regular attendance and getting the papers done on time.	There have been no real changes but we have given a lot of time to question slips that students turned in.
	SLO #2 (A)	The student shall be able to analyze Hebrew poetry for meaning, as well as explain form and techniques. The student is to learn to identify the various forms of parallelism in Hebrew poetry and learn of its	The students generally did well, though I consciously was easy on the grading of this paper and its presentation.		

	SLO #3 (A)	The student will be shown where to find the kind of information to do in depth research with tools available in our library, plus the use of online information secondarily. The student is to demonstrate research skills in interpreting a difficult passage of the Bible and	The students generally did well, though I consciously was easy on the grading of this paper and its presentation.		
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	There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 23% and the highest was 86%. Average correct answers: 63%. Target not met. NOTE: This is a live class and the exams are closed book/closed note, as compared to the online exams where the average score was much higher.	Plan to also review data from the last quiz taken in the term and see if there is any improvement.	Assessed different assignment last review period.
			There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 70% and the highest was 97%. Average correct answers: 88%. Target	Plan to also review data from the last quiz taken in the term and see if there is any improvement.	Assessed different assignment last review period.

		There were six questions on quiz 1 specifically dealing with theoretical concepts, definitions, and applications of. The lowest (correct) response for a question was 80% and the highest was 95%.	Plan to also review data from the last quiz taken in the term and see if there is any improvement.	Assessed different assignment last review period.
		Average correct answers: 87%. Target met.		
SLO #1 (Macias)	Student will be able to identify characteristics of social life and human behavior in social interaction, selected sociological concepts, the social structure and processes of institutions and communities, social stratification, and social change in	The students were able to distinguish between a personal problem and a social problem, apply sociological theory to contemporary social problems, which influences all of society. This is evidenced by the 80% passing rate of the course.	Continued writing assignments. I will create more essay questions that look at the links between theory of power and social class in order to get students to write more.	Since the spring of 2014 I have increased writing assignments, however, the written work submitted by most students is still lacking. I will continue to assign writing assignments to reinforce writing.
SLO #1(A)	Given an essay forum, students will be able to demonstrate a comprehension of the three major theoretical perspectives in sociology: Functionalism, Interaction and Conflict as evidenced by correctly applying a theoretical framework to a social institution/social problem.	CRN 40282- P. 1- 79%; P. 2- 485% CRN 40283- P. 1-	Across each of the sections the students demonstrated that they were able to apply one of the sociological perspectives to the assignment. Will continue to use same assignment, as designed, but will be a bit more descriptive in how to write a successful essay. Due to the lower retention the instructor will provide more assistance in the beginning of the course and make more effort to contact students whose interest in the course appears to wane. A more in depth analysis of the data in regard to retention, will be undertaken.	Previous assessment [spring 2014] was significantly higher, 85%. During the last assessment there was also a drop off between the retention for each section taught, with the last section taught having the lowest retention. In the previous assessment period the retention rates were 95.6, 80.9, and 78.4. There was no significant change in the teaching method and the text, lectures, and assignments were not changed for these two assessment periods.

SLO #2	<p>Students will demonstrate a basic understanding of 10 general sociological concepts, including, but not limited to:</p> <ul style="list-style-type: none"> 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, 	<p>The data indicates an average score of 73% for the final exam which includes only the terms/concepts from the SLO. Lowest score for a question was 32% and highest was 90%.</p>	<p>Continue with this assessment. Make sure to stress the terms in lectures.</p>	<p>Previous data: 100% of the students that took the final exam were able to accurately identify 10 or more terms/concepts. Average score for the final exam was 84% Current: Average score was 73%</p>
		<p>The data indicates an average score of 84% for the final exam which includes only the terms/concepts from the SLO. Target met.</p>	<p>Continue with this assessment. Make sure to stress the terms in lectures.</p>	<p>Previous data: Average score for the final exam was 91% Current: Average score was 84%</p>
		<p>The data indicates an average score of 85% for the final exam which includes only the terms/concepts from the SLO. Target met.</p>	<p>Continue with this assessment. Make sure to stress the terms in lectures.</p>	<p>Previous data: Average score for the final exam was 93% Current: Average score was 85%</p>

SLO #2 (A)	Demonstrate a knowledge of the three major theoretical perspectives	CRN 40282- FINAL EXAM 61.9 CRN 40283- FINAL EXAM 62.4	CRN 40282- Final Exam was Open Notes, but Closed Books. Final Exam grade was 61%. Final course grade for all active students [active students were defined as those who took the final exam] was 77%.	Previous assessment [spring 2014] was significantly higher, 85%. During the last assessment there was also a drop off between the retention for each section taught, with the last section taught having the lowest retention. In the previous assessment period the retention rates were 95.6, 80.9, and 78.4. There was no significant change in the teaching method and the text, lectures, and assignments were not changed for these two assessment periods.	
			CRN 40283-Final Exam was Open Notes, but Closed Books. Final Exam grade was 62%. Final course grade for all active students [active students were defined as those who took the final exam] was 75%.		
			For both sections:		
			Although students did not score well on the final exam, overall they scored well in the course, therefore demonstrating a mastery of the course materials which were based upon the core sociological perspectives.		
			Students were provided advance notification (in the Syllabus and via Instructor notes on the Discussion Board) that the final exam would be closed book. However, students may not have understood that they would need a different study method and exam preparation for the final. The instructor will attempt		
SOC 2	SLO #1	Understand the dynamics of American social problems through a sociological	Average score for this assignment was 93%	No changes. Will target each assignment with a specific SLO	Previous: different assignment used to measure this SLO Current: Target met.

	SLO #1 (1)	The course is designed to give the students an understanding of major social problems confronting Americans in the 20th century, with	The student that completes this course will be able to demonstrate how American social problems are shaped by culture, values and economic status. Achievement of the student learning outcomes as reflected in their responses to essay questions that are based on the approved SLOs.	I will increase the amount of writing in the course to reinforce writing. I will shift from multiple choice type exams to more essay responses.	In order for students to improve their scores on essays, I will have students develop an analysis of the traditional sources of gender stratification and inequality. This assignment, although well received, revealed a lack of writing skills by the majority of the course.
	SLO #2	Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture	Average score for this assignment was 88%. Target met.	None noted. Will include the SLO measured in each assignment given.	Previous: different assignment used to measure this SLO Current: Target met.
	SLO #3	Relate theoretical concepts and link them with the realities of American social problems which focus on the uniqueness of the political and	Average score for this assignment was 92%. Target met.	None noted. Will include the SLO measured in each assignment given.	Previous: Average grade for this essay was 93% with only one student scoring under 80% (mastery) Current: Average score was 92%
SOCI 3	SLO #1	Student will be able to identify various options for birth control, pregnancy, and childbirth	Average score for this assignment was 92%. Target met.	None noted. Will include the SLO measured in each assignment given.	Previous: There were 86% of the class that performed at or above mastery level, with an average grade of 90% Current: Average score of 92%
	SLO #3	Students will demonstrate knowledge of financial management within the family structure	Average score was 90% for this essay. 72% of the essays were in the A range, with a score of 100%. There were 10% that scored below mastery level.	No changes.	Previous: 92% of the students performed at or above mastery level. Average score was 97%. Current: Average score of 90% with 92% at or above mastery level.
	SLO #4	Students will describe the various consequences of divorce to our society.	Average score for this assignment was 96%. Target met.	None noted. Will include the SLO measured in each assignment given.	Previous: 90% of the class performed at or above the mastery level. Current: 92% of the class performed at or above the mastery level. Average score was 96%

SPCH 1	SLO #1	Apply knowledge and understanding of the basic principles of public speaking.	<p>40574/40624/40670 - 68/71 (95%) of enrolled students prepared and delivered 6 speeches according to the basic IBC method, including persuasive speech developed according to Monroe's Motivational Sequence</p> <p>68/71 (95%) of enrolled students prepared and delivered 6 speeches according to the basic IBC method, including persuasive speech developed according to Monroe's Motivational Sequence</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? 3.4 How would you rank your ability after the class? 8.9</p> <p>Average Improvement: 5.5</p> <p>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>65/71 (91%) showed improvement in timely preparation and delivery when given more peer group interaction.</p> <p>65/71 (91%) showed improvement in timely preparation and delivery when given more peer group interaction.</p> <p>Lectures, small group activities, and the Big Packet work together by offering students a central location ("one stop shopping") for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised "Big Packet." The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages</p>	<p>Added impromptu speeches, self-eulogy and two in-class group activities.</p> <p>Added impromptu speeches, self-eulogy and two in-class group activities.</p> <p>Spring 2015 saw the introduction of a completely revised "Big Packet" (the master handout used throughout the semester).</p>
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<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 How would you rank your ability after the class? 8.8 Average Improvement: 5.0 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>
<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? 3.9 How would you rank your ability after the class? 8.9 Average Improvement: 5.0 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>

<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? 4.0 How would you rank your ability after the class? 8.6 Average Improvement: 4.6 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>
<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? 4.7 How would you rank your ability after the class? 8.9 Average Improvement: 4.2 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>

SLO #2	Demonstrate improvement in the expression of thought and develop the organizational skills of a speaker.	<p>40574/40624/40670 - 68/71 students prepared a variety of impromptu speeches requiring IBC and eliciting direct audience feedback</p> <p>68/71 students prepared a variety of impromptu speeches requiring IBC and eliciting direct audience feedback</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? 3.6 How would you rank your ability after the class? 9.0 Average Improvement: 5.4 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</p>	<p>Allow all students to choose impromptu topics from a list of given topics rather than assigning topics randomly to ease speech anxiety.</p> <p>Allow all students to choose impromptu topics from a list of given topics rather than assigning topics randomly to ease speech anxiety.</p> <p>Make some minor revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages in the Big Packet that can be easily reformatted for greater clarity.</p>	<p>Impromptu delivery allowed students to spontaneously express ideas, attitudes, opinions in a group setting. 60/71 students reported this activity provided clarity of thought and easy of delivery using IBC as the basic for their impromptu speeches. 11/71 remained neutral and didn’t like “... in a group setting.”</p> <p>Impromptu delivery allowed students to spontaneously express ideas, attitudes, opinions in a group setting. 60/71 students reported this activity provided clarity of thought and easy of delivery using IBC as the basic for their impromptu speeches. 11/71 remained neutral and didn’t like “... in a group setting.”</p> <p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>
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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
How would you rank your ability after the class? 8.9
Average Improvement: 5.2
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

Make some minor revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages in the Big Packet that can be easily reformatted for greater clarity.

Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).

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? 4.0
How would you rank your ability after the class? 8.8
Average Improvement: 4.8
Analysis: This improvement means that on average students made significant progress in their 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

Make some minor revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages in the Big Packet that can be easily reformatted for greater clarity.

Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).

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? 4.4
How would you rank your ability after the class? 9.1
Average Improvement: 4.7
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

Make some minor revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages in the Big Packet that can be easily reformatted for greater clarity.

Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).

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? 4.5
How would you rank your ability after the class? 9.3
Average Improvement: 4.8
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

Make some minor revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages in the Big Packet that can be easily reformatted for greater clarity.

Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).

SLO #3	Actively listen to and analyze speeches.	<p>40574/40627/40670 - 50% of students in attendance completed written critiques while the remainder used a scaled scoring system. Students were given credit for each written critique.</p> <p>50% of students in attendance completed written critiques while the remainder used a scaled scoring system. Students were given credit for each written critique.</p> <p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.5 How would you rank your ability after the class? 9.4 Average Improvement: 3.9 Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>Ensure each student is awarded equal opportunities to evaluate speakers. Attendance plays a factor in the evaluation process. Students not in attendance during a speech delivery session, miss the opportunity to actively listen and evaluate speakers.</p> <p>Ensure each student is awarded equal opportunities to evaluate speakers. Attendance plays a factor in the evaluation process. Students not in attendance during a speech delivery session, miss the opportunity to actively listen and evaluate speakers.</p> <p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example,</p>	<p>Awarding credit for each written student (peer) critique.</p> <p>Awarding credit for each written student (peer) critique.</p> <p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>
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<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.8</p> <p>How would you rank your ability after the class? 9.4</p> <p>Average Improvement: 3.6</p> <p>Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example,</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>
<p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.0</p> <p>How would you rank your ability after the class? 9.4</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. As in the</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example,</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>

The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.0

How would you rank your ability after the class? 9.6

Average Improvement: 4.6

Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the

Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more. The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example,

Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).

<p>Was the Target Met? (yes and no) See the analysis below.</p> <p>The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 7.2</p> <p>How would you rank your ability after the class? 9.5</p> <p>Average Improvement: 2.3</p> <p>Analysis: This class met Monday/Wednesday 3-4:15. Many in the class were already working in and around Barstow. People with jobs tend to listen well.</p> <p>I saw at least one questionnaire as it was submitted. I saw this particular student marked 10 for both before and after on this SLO. I recognized the student as having outstanding “listening” skills due to her history of learning disabilities. Under the circumstances, these results, although skewed from other classes, for that reason, may not be representative. Incidentally, 9.2% marked a 2 when saying that is where they were when started the class.</p> <p>Even low improvement numerically means that on average students made some progress in their active listening skills when it comes to speeches. Where improvement in any way was indicated, this will translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional</p>	<p>Lectures, small group activities, and the Big Packet work together by offering students a central location (“one stop shopping”) for assignments, ancillary materials, and more.</p> <p>The revisions introduced in Spring 2015 go a long way to making a lasting change in how students perceive their progress in Public Speaking. Next semester, I hope to introduce more revisions and include updates to the newly revised “Big Packet.” The changes I plan to make will streamline some aspects to facilitate student success. For example, there are a few individual pages in the Big Packet that can be easily reformatted for greater clarity.</p>	<p>Spring 2015 saw the introduction of a completely revised “Big Packet” (the master handout used throughout the semester).</p>
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SPCH 3

SLO#1(1)

Discover the creative process that links ideas in both composition and performance in many forms of communication.

My drop rate decreased by 8%. The involvement in the class interaction/discussion/observation increased by 20% from the previous class model. I normally have 500-530 interpersonal communication posts at the end of the 4th week. The Instructor call increased motivation in this interaction and this class had 629 class posts in the 4th week. Amazing development as I use the SLO above to increase the creative process that links ideas in both composition and performance in many forms of communication. We were able to increase composition and performance. The class grades were slightly higher also (3%) The Instructor call is the key to my class. This allows me to check the azimuth of the students as the complete about 40% of Six groups with 7 students in each group and one group with 9 students. This method facilitated increased group interaction and teamwork among the students. The overall group work was good, but I was lacking the interpersonal communication with ALL the student's across my classroom.

I would like to submit a BEST PRACTICE for online instruction by using the Instructor Phone call at least once a semester with office hours.

NA

Moving the Instructor call up from week 4 to week 3 increased the participation by 20% and decreased the drop rate by 8%.

Increased group participation but not the same amount of individual participation. I will likely not use this method again. The problem with this method is that 2 or 3 students ended up doing majority of the required work and discussions in each of the 8 groups. The process to improve the creative process is extremely important and will always improve the format of my interpersonal comm course. I will split up the students with individual assignments and move

The interaction on the class discussion was the best in my 10 years teaching this course. Creativite discussion was more efficient and evenly distributed in the earlier selected 3rd week. This level of participation is normally found in the 6th or 7th week. The students normally focus on the 1st two Habits (Proactivity and Begin with the End in Mind). This new 3rd week/ assigned habit process engaged the students in all 7 Habits equally. In the past 6 semesters, 81% of the students answered just the minimum number of discussion questions, 6% above minimum and the other 13% did not meet the minimum standard. The new method of incorporating a more diverse class discussion early in the semester and having the students interact on an assigned 7 Habit was a huge success. This class (40257) had 65% participate above the minimum, 26% at the minimum and 9% below. Several factors are the reason for the change in participation.

- a. **A**ccountability for a topic to the class. The student is now the class expert in week 3 on this topic rather than just one of 50 students participating on of the random 7 topics throughout the class. This past model works (an average class will have 1300 discussion comments) This just engages the student earlier and gives responsibility to a specific topis.
- b. **N**ew material. Since the class usually used only the first two habits, we ran out of discussion material. This class went strong to the very end of class.
- c. **E**veryone wants to feel as if they are a valuable member of the class. I try to ensure everyone is involved. This

NA

Two major changes: A) move the discussion to week 3 and divide the discussion material per assignment rather than volunteer for one of the 7 Habits.

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 (there were several students who audited and those were not counted in the assessment). 83% received a score of 4 out of 4 50% received a score of 3 out of 4 17% received a score of 2 out of 4 100% of students received a score of 2 or higher. 83% 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 67% of the students, it was the first time they had ever been in a musical. And 42% were children. Based on this, the results are exciting.	No changes were recommended.
	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. 75% of students gave their full 5 hours. 10% gave 2 hours 10% gave 1 hour 10% didn't do hours at all (this student received an "FW")	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 successful production.	There were no changes recommended.

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. Not all student actors had a singing or dancing role so only those who did were assessed. Singing 100% received a score of 4 out of 4 100% received a score of 3 out of 4 100% received a score of 2 out of 4 Dancing 100% received a score of 4 out of 4 100% received a score of 3 out of 4 100% received a score of 2 out of 4	Singing scores were very pretty successful. Not all students are proficient singers but their effort was an "A+). No changes are recommended. The dancing was a little less successful but dancing doesn't come naturally to everyone either 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.	No changes were recommended.
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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 (not all students had acting roles so only those were assessed). 100% received a score of 4 out of 4 100% received a score of 3 out of 4 100% received a score of 2 out of 4	This rubric has only been in use for the past 3 years, but based on that, 2 of the students did, indeed, move up in their score. One went from a 2.5 to a 3 and the other went from a 2 to a 3. This is a very successful measurement. No changes are recommended at this time.	No changes were recommended.
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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.	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. 100% of students gave their full 5 hours. 100% gave 4 hours 100% gave 3 hours 100% gave 2 hours 100% only have a 1/2 hour	100% of students should have given their full 5 hours. The idea that the hours were so inconsistent is discouraging, but several emails were sent out as well as announcements during class. 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 successful	No changes were 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. Not all student actors had a singing or dancing role so only those who did were assessed. Singing 100% received a score of 4 out of 4 Dancing 75% received a score of 4 out of 4 74% received a score of 3 out of 4	Singing scores were very successful. No changes are recommended. Dancing scores were also successful. Not everyone is extremely coordinated but these scores are very good. No changes recommended.	No changes were recommended.
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TART 3	SLO #1	Through objective examination and written work, identify the contributions and impact of the playwright, director, actor, designer, producer, critic, and audience on theatre.	Students wrote an essay on the impact of composer/lyricist Stephen Sondheim on the American musical theatre. 26 students completed the assignment. Of those: 19% received an A 27% received a B 15% received a C 46% received a B or higher 62% received a passing grade or higher	This assignment is graded more harshly than the other assignments because the critical thinking and research being asked of the students is more complex. It is recommended that possible examples or a rubric should be added to the assignment.	Assignment instructions were slightly modified so that students would have more clarification with the assignment. Spring 2014 - 61% received a "B" or higher Fall 2014 - 44% received a "B" or higher (but the "A"s had gone up by 13 points) Spring 2015 - 46% received a "B" or higher
	SLO #2	Through objective exam, demonstrate a vocabulary of common theatre terms.	Course final is exclusively on theatre terminology 57% received an A 4% received a B 22% received a C 61% received a B or higher 83% received a passing grade or higher	The new final seems to be very successful. However, after a meeting with the dean, it was realized that the final needs to be worth more points so the final will be added to so that it's worth more for the students' final grade.	A new textbook was adopted and a new final was created to align with the new book. Previous SLOs stats: Spring 12: 74% passing Fall 12: 54% passing Spring 13: 85% passing Fall 13: 53% passing Spring 14: 56% passing Fall 14: 33% passing Spring 15: 83% passing

TART 6	SLO #1	Evaluate a script to discern subtext and identify objectives and obstacles.	<p>Students wrote a brief paragraph defining subtext, objective, and obstacle, explaining their importance to the craft of acting.</p> <p>60% of students did a good job of defining and explaining the concepts.</p> <p>40% defined words accurately, but didn't explain their importance well enough.</p>	<p>Students who did a good job of defining and explaining the concepts went from 50% (in the spring of 2013) to 60% this semester. Students who defined the words but didn't explain their importance well enough went from 38% to 40%.</p> <p>Students who had been in Beginning Acting had a much more clear definition of what "subtext" means than those whose met prerequisite had been a production class.</p>	No changes had been recommended.
	SLO #2	Identify Stanislavski's methods and approaches to building a character.	<p>Objective: 67% received a C or higher</p> <p>Action: 83% received a B or higher</p> <p>Obstacles: 100% received a C or higher</p> <p>Inner Images: 83% received a C or higher</p> <p>The Score: 100% received a B or higher</p> <p>Character: 100% received a C or higher</p> <p>Setting: 100% received a C or higher</p> <p>Given Circumstances: 100% received a B or higher</p>	<p>It would be beneficial to have a refresher of acting terms from Beginning Acting.</p> <p>The first quiz had low scores but it was the first quiz and students needed to be acclimated to the format and gain and understanding of how they needed to study. After that, quiz scores improved dramatically. Every quiz scored higher than the last time the class was taught.</p> <p>It's difficult to find time in the class to discuss the textbook. Perhaps instead of discussing the chapters in depth, some time can be set aside for</p>	The last time the class was taught it was recommended that the chapters be discussed more in class. That was not accomplished.

SLO #3	Demonstrate understanding of character development and act from a more truthful place.	Rubric Scores STUDENT SCENE 2 L.A. 2.75/4 L.G. 3/4 D.J. 3.75/4 K.L. 3/4 H.N. 4/4 A.S. 3/4	SCENE 1 SCENE 3 2/4 4/4 2.5/4 2/4 3/4 4/4 3/4 2/4 3.5/4 4/4 2/4 2/4	50% of students continuously improved from one scene to the next. The other 50% didn't always improve. The quality of their work often depended on who they worked with or how much time they spent rehearsing outside of class. It should be noted that 2 of the students who didn't continuously improve did not take the Beginning Acting class, only a production class. This indicates that students who took Beginning Acting before this course are at an advantage. It might be beneficial for students to fill out a self-evaluation form after their scene work or a response to their	Changes recommended from the spring of 2013 were to spend more time on monologues during class. The monologues were not measured this time because, since they are a special type of work, it wouldn't be fair to measure them alongside the scene work. Showing the progression of each student in their scene work is a better indicator of their improvement.
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WARE 53	SLO #1	Know aspects of logistics in a global environment and key influences affecting current global logistics and functional elements involved in the global logistics process along with rationale for requiring each element to be integrated into the process. In addition, know critical factors of international logistics such as culture, political climates, language, time zones and systems of measurement and know how	As can be determined, target was met in terms of materializing course objective and SLOs. However, student participation was lower than expected. To aid, I was consistently online daily and provided instant feedback in hopes participation would improve. Also provided ample opportunity for extra points during duration of class. A review of SLO Assessment Report for Spring 2014 also showed low participation. Original enrollment was 30 and dropped to 13; with six of the those did not take final exam.	None at this time.	Changes made from previous assessment (Spring 2014) is a revision of SLOs. Revision was done to provide more focus on international ecommerce(internet), security issues and global market strategies
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	SLO #2	Gain knowledge of a variety of transportation and logistics networks of shippers and international carriers and access boundaries associated with security and customs as they apply to import and export of finished goods.	As can be determined, target was met in terms of materializing course objective and SLOs. However, student participation was lower than expected. To aid, I was consistently online daily and provided instant feedback in hopes participation would improve. Also provided ample opportunity for extra points during duration of class. A review of SLO Assessment Report for Spring 2014 also showed low participation. Original enrollment was 30 and dropped to 13; with six of the	None at this time.	Changes made from previous assessment (Spring 2014) is a revision of SLOs. Revision was done to provide more focus on international ecommerce(internet), security issues and global market strategies
	SLO #3	Determine key role governments (US and others) in a global economy and implications of regulations, policies and strategic value that can significantly impact companies operating in a global market.	As can be determined, target was met in terms of materializing course objective and SLOs. However, student participation was lower than expected. To aid, I was consistently online daily and provided instant feedback in hopes participation would improve. Also provided ample opportunity for extra points during duration of class. A review of SLO Assessment Report for Spring 2014 also showed low participation. Original enrollment was 30 and dropped to 13; with six of the	None at this time.	Changes made from previous assessment (Spring 2014) is a revision of SLOs. Revision was done to provide more focus on international ecommerce(internet), security issues and global market strategies
WARE 57	SLO #2	Determine capacity as it relates to calculating need that will achieve finding ways of making available or adjustments based on demand and	7 of 13 students completed the discussion board assignment 50%	Will switch from written assignments to quizzes for problems involving math and calculation formulas. Many students who do not comprehend calculations are not asking for assistance with equations in weekly	Changed written assignment to a discussion board, since many students had difficulty with the math and calculations. This allows students to interact and share points and ideas for equations.
	SLO #3	Understand drivers and dynamics of quality as it relates to socio-economics.	3 of 13 students wrote a comprehensive paper which included quality and its relationship to logistics. 23%	More student retention from critical thinking assignments. May include a group project to address all students strengths and weaknesses.	Students retain more knowledge when they recall data for a comprehensive paper and review steps and order of sequences.

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. What this report needs to point out is that there were initially 33 students enrolled in the class and there were 4 late "ADDs" bringing the class total to 37. Of the 37 students enrolled, 5 students were dropped for failing to submit their syllabus acknowledgement, 13 students were dropped from the class due to non-participation / excessive absences and 4 were student drops. This shows that 59.04% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences. Two of the 3 students from the class that received a failing grade was because the students just quit attending after the final drop date, no participation and they did not even

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. What this report needs to point out is that there were initially 33 students enrolled in the class and there were 4 late "ADDs" bringing the class total to 37. Of the 37 students enrolled, 5 students were dropped for failing to submit their syllabus acknowledgement, 13 students were dropped from the class due to non-participation / excessive absences and 4 were student drops. This shows that 59.04% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences. Two of the 3 students from the class that received a failing grade was because the students just quit attending after the final drop date, no participation and they did not even	See SLO 1	See SLO 1 Results
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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. What this report needs to point out is that there were initially 33 students enrolled in the class and there were 4 late "ADDS" bringing the class total to 37. Of the 37 students enrolled, 5 students were dropped for failing to submit their syllabus acknowledgement, 13 students were dropped from the class due to non-participation / excessive absences and 4 were student drops. This shows that 59.04% of the students who enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills. Those students that were dropped were due to either complete non-attendance or excessive absences. Two of the 3 students from the class that received a failing grade was because the students just quit attending after the final drop date, no participation and they did not even

WELD 50	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding.	12 of 14 students completed the course, 8 with a grade of C or higher. 4 students failed to drop the course and received a D or F grade for not completing the course material. Two students were dropped by the instructor for failing to show up to class. 12 of 14 completed the semester for a retention rate of 85%.	The Saturday welding classes are new to the school course catalog, The four students who received poor grades I believe were not prepared to commit to a five plus hours class schedule, two of the four were high school students. With two having personal issues, I will be starting the class an hour earlier and see	This was my first semester teaching Welding so I do not have any data collected to follow up on.
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SLO #2

Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.

7 of 7 students completed the course, 6 with a grade of C or higher. 1 student had employment scheduling issues half way through course which resulted in poor attendance. 7 of 7 completed the semester for a retention rate of 100%. 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
12 of 14 students completed the course, 8 with a grade of C or higher. 4 students failed to drop the course and received a D or F grade for not completing the course material. Two students were dropped by the instructor for failing to show up to class. 12 of 14 completed the semester for a retention rate of 85%.

7 of 7 students completed the course, 6 with a grade of C or higher. 1 student had employment scheduling issues half way through course which resulted in poor attendance. 7 of 7 completed the semester for a retention rate of 100%. Students were able to perform operations properly during class while working welding project demonstrations for grading.

This was my first year teaching welding, next semester I will focus on torch cutting not taught indepth by other instructors, Use of a cutting torch is really important in today's modern construction. 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.

The Saturday welding classes are new to the school course catalog, The four students who received poor grades I believe were not prepared to commit to a five plus hours class schedule, two of the four were high school students. With two having personal issues, I will be starting the class an hour earlier and see

This was my first year teaching welding, next semester I will focus on torch cutting not taught indepth by other instructors, Use of a cutting torch is really important in today's modern construction. Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation. No changes are planned presently

This was my first year teaching welding so I do not have any previous data to assess.

More students, fewer drops, increased retention

This was my first semester teaching Welding so I do not have any data collected to follow up on.

This was my first year teaching welding so I do not have any previous data to assess.

More students, fewer drops, increased retention

	SLO #3	Student will produce sound oxyacetylene welds.	12 of 14 students completed the course, 8 with a grade of C or higher. 4 students failed to drop the course and received a D or F grade for not completing the course material. Two students were dropped by the instructor for failing to show up to class. 12 of 14 completed the semester for a retention rate of 85%.	The Saturday welding classes are new to the school course catalog, The four students who received poor grades I believe were not prepared to commit to a five plus hours class schedule, two of the four were high school students. With two having personal issues, I will be starting the class an hour earlier and see	This was my first semester teaching Welding so I do not have any data collected to follow up on.
			7 of 7 students completed the course, 6 with a grade of C or higher. 1 student had employment scheduling issues half way through course which resulted in poor attendance. 7 of 7 completed the semester for a retention rate of 100%. Class performance thru attendance and participation are needed for successful completion of course.	This was my first year teaching welding, next semester I will focus on torch cutting not taught indepth by other instructors, Use of a cutting torch is really important in today's modern construction Hands on welding is necessary for learning to weld, students need to be in class to weld.	This was my first year teaching welding so I do not have any previous data to assess.
WELD 51	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal arc welding.	6 of 6 students completed the course, 4 with a grade of C or higher. Two students had work schedule issues resulting in poor attendance and missed assignments. 6 of 6 completed the semester for a retention rate of 100%.	This course was new for spring 2015, however SLO targets were met and retention was high for a new class. Some students were not prepared for an extended class time, I broke up the class to include lunch and learn exercises. The course material was well received and work	Weld 51 was a new course for me so no assessment data is available.
			7 of 7 students completed the course, all 7 with a grade of C or higher for a retention rate of 100%. All weld 51 students meet or exceeded the SLO targets.	The weld classes are new for me, however seeing how the course is run by other instructors I feel we can improve both performance and retention by bring in fresh ideas and improving class participant through field trips and	Weld 51 was a new class for me this 2015 spring semester so no previous assessment data exists.
			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	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	More students, fewer drops, increased retention

SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	6 of 6 students completed the course, 4 with a grade of C or higher. Two students had work schedule issues resulting in poor attendance and missed assignments. 6 of 6 completed the semester for a retention rate of 100%.	This course was new for spring 2015, however SLO targets were met and retention was high for a new class. Some students were not prepared for an extended class time, I broke up the class to include lunch and learn exercises. The course material was well received and work	Weld 51 was a new course for me so no assessment data is available.
		7 of 7 students completed the course, all 7 with a grade of C or higher for a retention rate of 100%. All weld 51 students meet or exceeded the SLO targets.	The weld classes are new for me, however seeing how the course is run by other instructors I feel we can improve both performance and retention by bring in fresh ideas and improving class participant through field trips and	Weld 51 was a new class for me this 2015 spring semester so no previous assessment data exists.
		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.	More students, fewer drops, increased retention
SLO #3	Student will produce sound shielded metal arc welds in the flat position.	6 of 6 students completed the course, 4 with a grade of C or higher. Two students had work schedule issues resulting in poor attendance and missed assignments. 6 of 6 completed the semester for a retention rate of 100%.	This course was new for spring 2015, however SLO targets were met and retention was high for a new class. Some students were not prepared for an extended class time, I broke up the class to include lunch and learn exercises. The course material was well received and work	Weld 51 was a new course for me so no assessment data is available.
		7 of 7 students completed the course, all 7 with a grade of C or higher for a retention rate of 100%. All weld 51 students meet or exceeded the SLO targets.	The weld classes are new for me, however seeing how the course is run by other instructors I feel we can improve both performance and retention by bring in fresh ideas and improving class participant through field trips and	Weld 51 was a new class for me this 2015 spring semester so no previous assessment data exists.
		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.	More students, fewer drops, increased retention

WELD 52	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing out of position shielded	3 of 3 students completed the course with a grade of C or higher. 1 student dropped early due to personal issues.	This course was new for me this spring 2015, however SLO targets were met and retention was high. My plans moving forward are to introduce new topics, lunch and learn and improved shop safety.	This was my first year teaching welding so no assessment was available.
			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	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.	More students, fewer drops, increased retention
	SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment	3 of 3 students completed the course with a grade of C or higher. 1 student dropped early due to personal issues. Students were able to perform operations properly during class while working welding project demonstrations for grading.	This course was new for me this spring 2015, however SLO targets were met and retention was high. My plans moving forward are to introduce new topics, lunch and learn and improved shop safety Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	This was my first year teaching welding so no assessment was available. More students, fewer drops, increased retention
	SLO #3	Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions.	3 of 3 students completed the course with a grade of C or higher. 1 student dropped early due to personal issues. Class performance thru attendance and participation are needed for successful completion of course.	This course was new for me this spring 2015, however SLO targets were met and retention was high. My plans moving forward are to introduce new topics, lunch and learn and improved shop safety Hands on welding is necessary for learning to weld, students need to be in class to weld.	This was my first year teaching welding so no assessment was available. More students, fewer drops, increased retention
WELD 53	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing shielded metal arc welding	5 of 5 students completed the course with a grade of C or higher. The retention rate was 100% with all SLO targets be meet.	The weld 53 class is a brazing class and it went well with all 5 students performing quality welds. I will improve the class by adding new material and having lunch and learn sessions along with improved shop safety.	Weld 53 was new to me so I do not have any assessment data from last semester.

	SLO #1 (Bartholow)	Student will exercise the safety precautions necessary to avoid injury to self or property when performing 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%.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	More students, fewer drops, increased retention
	SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment	5 of 5 students completed the course with a grade of C or higher. The retention rate was 100% with all SLO targets be meet.	The weld 53 class is a brazing class and it went well with all 5 students performing quality welds. I will improve the class by adding new material and having lunch and learn sessions along with improved shop safety	Weld 53 was new to me so I do not have any assessment data from last semester.
	SLO #2A	Student will be capable of properly setting up, adjusting, operating and shutting down oxy/fuel equipment	Students were able to perform operations properly during class while working welding project demonstrations for grading	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	More students, fewer drops, increased retention
	SLO #3 (#)	Students will produce sound brazed welds using oxyacetylene	5 of 5 students completed the course with a grade of C or higher. The retention rate was 100% with all SLO targets be meet.	The weld 53 class is a brazing class and it went well with all 5 students performing quality welds. I will improve the class by adding new material and having lunch and learn sessions along with improved shop safety	Weld 53 was new to me so I do not have any assessment data from last semester.
	SLO #3A	Student will produce sound soldered, brazed, or braze welded joints.	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.	More students, fewer drops, increased retention
WELD 54	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas metal arc welding	1 student was signed up and completed the semester course with a grade of C or higher. The retention rate was 100%.		
			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	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.	More students, fewer drops, increased retention

	SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas metal arc welding equipment.	1 student was signed up and completed the semester course with a grade of C or higher. The retention rate was 100%. Students were able to perform operations properly during class while working welding project demonstrations for grading.	The new class meet all SLO requirements, I believe more students will sign up for fall semester as we promoted the weld classes for Saturday. My learning plans for the fall schedule will include more lunch and learn along with improved Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	The weld 54 class was a new class for Saturday, no assessment data exists. More students, fewer drops, increased retention
	SLO #3	Student will produce sound gas metal arc welded joints.	1 student was signed up and completed the semester course with a grade of C or higher. The retention rate was 100%. Class performance thru attendance and participation are needed for successful completion of course	The new class meet all SLO requirements, I believe more students will sign up for fall semester as we promoted the weld classes for Saturday. My learning plans for the fall schedule will include more lunch and learn along with improved Hands on welding is necessary for learning to weld, students need to be in class to weld.	The weld 54 class was a new class for Saturday, no assessment data exists. More students, fewer drops, increased retention
WELD 55	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas tungsten arc welding	4 of 4 students started the course and completed the course all with a grade of C or higher. The retention rate was 100% with all SLO targets being meet.	This course was new for me in spring 2015, however SLO targets were met and retention was 100%. With new training equipment and a better understanding of course material I will bring new ideas and projects for student	Weld 55 was new for me so I do not have any data from previous years.
	SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas tungsten arc welding equipment.	4 of 4 students started the course and completed the course all with a grade of C or higher. The retention rate was 100% with all SLO targets being meet.	This course was new for me in spring 2015, however SLO targets were met and retention was 100%. With new training equipment and a better understanding of course material I will bring new ideas and projects for student	Weld 55 was new for me so I do not have any data from previous years.

			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.	More students, fewer drops, increased retention
	SLO #3	Student will produce sound gas tungsten arc welded joints in both steel and aluminum.	4 of 4 students started the course and completed the course all with a grade of C or higher. The retention rate was 100% with all SLO targets being meet.	This course was new for me in spring 2015, however SLO targets were met and retention was 100%. With new training equipment and a better understanding of course material I will bring new ideas and projects for student	Weld 55 was new for me so I do not have any data from previous years.
			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.	More students, fewer drops, increased retention
WELD 56	SLO #1	Student is able to read and interpret the lines, symbols, and standards found on metals trade blueprints.	Students seemed to be able to grasp the ideas presented in the lectures and are able to complete the chapter assignments. Additional visual aides may help to reinforce the ideas and details more clearly. Power points are presently used for some presentations	Students are able to understand the concepts presented, but additional reinforcement would be helpful through videos and other visual concepts	
	SLO #2	Student is able to produce a three view drawing of an existing object.	Actual hands on sketching and drafting drawings have helped the students to understand how to use blueprints by being able to to know what they are looking at and what the are looking for. Improvement in grades indicates improvement in their overall skills	Students show an understanding of what blueprints are and can identify the various items on a print such as welding symbols, dimensions, and other various symbols, etc.	
	SLO #3	Student can identify the fabrication processes necessary to build an item from a three view metals trade	Class performance thru attendance and participation are needed for successful completion of course. These completions show the students are able to apply what they have learned and are ready to progress to more	Use of more visual techniques should help in understanding the concepts of the language of industry through blueprints and how they apply to the fabrication of obiects	

WELD 57	SLO #1	Inspect and perform repair welding processes on existing welded items.	For spring of 2015 I had only 1 student who was signed up and had all prerequisites to be in weld 57, the student received an A grade for the semester. SLO targets were meet.	The weld 57 class is the end or last class taken in the welding series, the SLO's were meet however significant changes need to be made to advance the student to the next level in order to understand the fabrication needs and layout, function and property of steel, iron and metals in the industry. I will revise my syllabus to include modern industry standards. Add field trips to local industry to see	I do not have data from previous years .
			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	More students, fewer drops, increased retention
	SLO #2	Students will fabricate complex and useful welded projects from blueprints.	For spring of 2015 I had only 1 student who was signed up and had all prerequisites to be in weld 57, the student received an A grade for the semester. SLO targets were meet.	The weld 57 class is the end or last class taken in the welding series, the SLO's were meet however significant changes need to be made to advance the student to the next level in order to understand the fabrication needs and layout, function and property of steel, iron and metals in the industry. I will revise my syllabus to include modern industry standards. Add field trips to local industry to see	I do not have data from previous years .
			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.	More students, fewer drops, increased retention
	SLO #3	Students will produce sound welds utilizing many various welding	Attendance is a key factor in successful completion	Addition of Certified Welding Inspector enables students to aquire AWS certification.	More students, fewer drops, increased retention

			For spring of 2015 I had only 1 student who was signed up and had all prerequisites to be in weld 57, the student received an A grade for the semester. SLO targets were meet.	The weld 57 class is the end or last class taken in the welding series, the SLO's were meet however significant changes need to be made to advance the student to the next level in order to understand the fabrication needs and layout, function and property of steel, iron and metals in the industry. I will revise my syllabus to include modern industry standards. Add field trips to local industry to see	I do not have data from previous years .
WKFC 105	SLO #2 (Spring 15)	Identify the types of decisions to be made, and factors to be kept in mind when making decisions.	Spring 2015:76% of the class turned in both of their papers for this course and did them in the correct format (MLA or APA). They exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge of how to effectively make decisions	The above data indicates that little reminders for students go a long way. Whether it is because they have a lot on their minds or just the simple fact they need to see what is due constantly, it seemed to help.	This is the first time that I have taught this course and after teaching this semester there are a few things that I could do differently, including reminding the students how imperative it is to turn in every single assignment.
	SLO #3	Apply problem solving techniques.	Spring 2015: 76 % completed their mid-term and final. I made both of their exams open book and open note and it seemed as though this helped them retain some of the information. I do know that because this course is 9 weeks and has so much information to cover it is very difficult for students to grasp everything, but these students did a great job. They showed that they understood the content of the course and they seemed eager to take what they did learn with them in their workplace/classroom. The remaining 26% either neglected to complete both their Mid-Term and their final or one	The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.

	SLO #3 (Spring 15)	Understanding the role of decision makers and decision making techniques	Spring 2015-76% 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 24 % neglected to submit the	I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.	This is the first time that I have taught this course and after teaching this semester there are a few things that I could do differently, including reminding the students how imperative it is to turn in every single assignment.
WKFC 107	SLO #1	Understand the meaning of the term "team" and the characteristics of an effective team.	100% of the students turned in both of their term papers for this course and exemplified the fact that they understood the curriculum that was being taught in the course. The students did an exceptional job on their mission statements and I really hope that it helps them in their future endeavors.	The above data indicates that the curriculum has worked for this particular group of individuals, so I will be leaving it exactly the way that it is for the following semester I teach this course.	This is the first time that I have taught this course and for the most part I believe that I will keep it the same, as the students seem to really enjoy the course and understand the concepts. The students have stated throughout the class that they feel as though they will be able to take what they are learning with them in both their work
	SLO #2	Identify the stages of team growth and common team problems.	100% of the students turned in their final exam and achieved passing grades. This shows me that the curriculum that we taught throughout the course was really understood by the students and hopefully they will be able to take what they learned with them in the real world.	The above data indicates that the curriculum has worked for this particular group of individuals, so I will be leaving it exactly the way that it is for the following semester I teach this course.	This is the first time that I have taught this course and for the most part I believe that I will keep it the same, as the students seem to really enjoy the course and understand the concepts. The students have stated throughout the class that they feel as though they will be able to take what they are learning with them in both their work
	SLO #3	Understand team building goals and the roles of team members	Spring 2015- 100 % of the students completed their weekly discussions and commented with their classmates. They all seemed to really understand the concepts of the course and they were all willing to be open and honest with each other, which in a course like this allows for a great discussion board.	The above data indicates that the curriculum has worked for this particular group of individuals, so I will be leaving it exactly the way that it is for the following semester I teach this course.	This is the first time that I have taught this course and for the most part I believe that I will keep it the same, as the students seem to really enjoy the course and understand the concepts. The students have stated throughout the class that they feel as though they will be able to take what they are learning with them in both their work