

Assessment Results/Spring 2016

All Disciplines

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
2015-2016 (Spring 2016)	ACCT 1A	SLO #1	Identify the components of posting transactions, the adjusting process and completing the accounting cycle.	35/35 or 100% of the students were successful in completing this assignment and earning a "C" or higher.	Continue to improve students' knowledge with projects as such, which in turn helps the student to retain the subject matters of the course. Encourage students to involve themselves in more practical aspects of the course, as this helps them to retain most of the knowledge needed to succeed.	There were no changes made however, there was a 21% increase in student success from the previous class. The contributing factor for the change shows that all students submitted their assignment.	
				Without identifying the components of this particular SLO, students would struggle to pass this course, since the accounting cycle must be mastered. SLO Written Assignment, average score is A (Excludes non-submitted papers). 2 students out of 35 submitted an incomplete paper (5%), but scored either A or B. 100% of the SLO Written Assignment Submissions met the target for this SLO. Out of 35 students completing the course, 4 of the 4 students who failed the course did not submit the SLO written assignment (100%).	The above data indicates this particular assignment sufficiently addresses the SLO#1 when the students complete and submit this SLO Written Assignment, which leads to mastering the understanding of identifying the components of posting, adjusting, and completing the accounting cycle. No changes will be implemented for next quarter.	N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.	
		SLO #2	Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies.	31/35 or 89% of the students participated and successfully completed the discussion assignment with a "C" or higher. Then 4/35 or 11% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	The above data indicates students understanding of the course material in terms of discussion and class participation/interaction demonstrating satisfactory completion of the SLO. Continue to encourage students to improve in their individual discussion posts, participate in the class discussions and to	Changes made included constant reminder on the improvement of student's participation and emphasize the importance of class discussion and participation.	

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		SLO #2	Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies.	31/35 or 89% of the students participated and successfully completed the discussion assignment with a "C" or higher. Then 4/35 or 11% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	work on improving better communication process.	Changes made included constant reminder on the improvement of student's participation and emphasize the importance of class discussion and participation.	
				Inventory and internal controls are extensively covered in the lecture notes, textbook, discussion forum and video resources. Students write a paper, where they must address every component of this particular SLO. Without identifying the components of this particular SLO, students would struggle to pass this course, since the accounting cycle must be mastered. SLO Written Assignment, average score is A (Excludes non-submitted papers). 2 students out of 35 submitted an incomplete paper (5%), but still scored an A. 100% of the SLO Written Assignment Submissions met the target for the SLO. Out of 35 students completing the course, 4 of the 4 (100%) students who failed the course did not submit the SLO written assignment.	When the students complete and submit the SLO Written assignment, the above data indicates this particular assignment sufficiently addresses the SLO#2, which leads to mastering the understanding of Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for merchandise companies. Changes will not be implemented for next quarter.	N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.	
		SLO #3	Analyze complex accounting problems to determine the proper component and method to use to solve the problem.	31/35 or 89% of the students completed the weekly quizzes earning a "C" or higher, 4/35 or 11% performed below expectation due to not completing or submitting the assignment and resulted in a failing grade.	The overall assessment of student's understanding of the course material is not based solely on quizzes alone, but at least it helps to reinforce the learning experience.		
				Measureable data for this SLO is taken from Week 2 Quiz, Questions 13-19, which relate to solving complex accounting problems from the textbook. The pass rate for questions 19 of the 35 students completing the course and submitting the quiz was 88%. (The one student completing the quiz and later dropping the course scored a B on the quiz).	The pass rate for these problems falls within the acceptable range as expected. No adjustments will be made for next semester. The course includes all of the resources necessary for mastering this SLO (Lecture Notes, Discussions, Examples, Homework,	N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.	

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				Measureable data for this SLO is taken from Week 2 Quiz, Questions 13-19, which relate to solving complex accounting problems from the textbook. The pass rate for questions 19 of the 35 students completing the course and submitting the quiz was 88%. (The one student completing the quiz and later dropping the course scored a B on the quiz).	Videos, Practice Exams, Study Group Forums, Instructor office and tutoring, Questions and Answers Forums, and CengageNow).	N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.	
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+ (97.5%), excludes 5 non-submitted papers. 37/38 or 97% of the students were successful with the written essay and 1/38 or 3% scored 80% (due to an incomplete assignment). Two of the five students not submitting the written assignment later failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 80/B the lowest grade. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement.	No changes need to be made to the course for this particular SLO written assignment.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.		
	SLO #1B	Understanding of payroll, pension, and accounting for ellos)	Understanding of payroll, pension, and accounting for investments.	Data included information on homework performance measured against examinations and case studies pertaining to objective. Data indicated improvement within 60 percentile by end of semester	Future modifications will allow for more incorporation of subject into term project whereby students are required to demonstrate knowledge of accounting procedures identified within most business plans.	N/A. Initial assessment of such performance.	
	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+ (97.5%), excludes 5 non-submitted papers. 37/38 or 97% of the students were successful with the written essay and 1/38	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	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.		

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		SLO #2	Identify various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis.	or 3% scored 80% (due to an incomplete assignment). Two of the five students not submitting the written assignment later failed the course. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement.	SLO#2 when students submit the SLO Written Assignment, which leads to mastering the identification of various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis. Students not submitting the SLO written assignments received multiple reminders, as always.	N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.	
		SLO #2B (Vasconcellos)	Creation of financial statements for external reporting purposes	Results indicated substantial knowledge of interpretation and creation of financial data assessed through both exams and projects. Students reflected prior knowledge of such practices from prior courses.	Instructor will continue assigning publicly traded companies for financial statement evaluation, comprehension, unlike previous semesters.	Students given targeted areas ("industries") for examination/interpretation. Oral presentations of publicly traded company's financial statements included as a means of assessing progress during spring '16 semester.	
		SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	<p>Measureable data for this SLO is taken from Week 2 Quiz, questions 9-18, which relate to solving complex accounting problems from the textbook.</p> <p>The pass rate for these specific accounting problems/questions 9-18 was 74.8%. 41/42 or 98% students completed the quiz. This SLO achievement/threshold is acceptable (and passing). A lot of students skip these questions; although they are heavily weighted (more so than the other quiz questions).</p>			
		SLO #3B (Vasconcellos)	Understanding various forms of business ownership practices.	Students asked to identify form of business ownership they would adopt for final project through class discussion, and detailed narrative included in business plan explaining this adoption.	Continuation of data tools given evidence of their success in goal attainment.	Unlike previous semester, oral reporting defining form of ownership and purpose applied as assessment measure.	

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	ACCT 4	SLO #1	Identify and discuss the components and techniques of managerial accounting (variable costs, fixed costs, activity based costing, relevant costs, and benefits, cost-volume-profit analysis, job order costing, process costing, standard costs and net present value) used for analysis.	15/17 or 88% of the students participated and successfully completed the discussion assignment with a "C" or higher. Then 2/17 or 12% did not complete the discussion assignment due to missing post, incomplete answers, or not following the rubric.	Continue to encourage students to improve in their individual discussion posts, participate in the class discussions and to work on improving better communication process.	Changes made included constant reminder on the improvement of student's participation and emphasize the importance of class discussion and participation.	
		SLO #2	Demonstrate and appraise the use of managerial accounting technique in an organizational setting	15/17 or 88% of the students completed the weekly quizzes earning a "C" or higher, 2/17 or 12% performed below expectation due to not completing or submitting the assignment and resulted in a failing grade.	Plan to involve students in more practical aspects of the course, as this helps them to retain most of the knowledge needed to succeed with the course material and the stated SLO.	No changes made.	
		SLO #3	Analyze complex accounting problems to determine the proper component, technique and method to use to solve the problem.	16/17 or 94% of the students were successful in completing this assignment and earning a "C" or higher. 1/17 or 6% failed to submit the assignment and resulted in a failing grade.	Good amount of students understanding the course material.	No changes	
	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 12 students enrolled on 1/12/16 7 students mastered this SLO. Those who did not master this SLO had poor attendance, or had over reliance upon their classmates for assistance.	Writing levels improve with practice and when the students are given graphic organizers and semantic maps. Students with poor attendance struggle with mastery, as well as students who use others to complete their work.	Writing topics were selected based upon student knowledge and interest levels.	
		SLO #2	Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence.	Of the 12 students enrolled on 1/12/16 7 students mastered this SLO. Those who did not master this SLO had poor attendance, or had over reliance upon their classmates for assistance.	The use of high interest topics enables the student to focus upon their writing skills instead of on the writing topic.	Writing topics were selected based upon student interest and knowledge levels.	
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph.	Of the 12 students enrolled on 1/12/16 7 students mastered this SLO. Those who did not master this SLO had poor attendance, or had over reliance upon their classmates for assistance.	The structure of graphic organizers helped students master this SLO.	The use of graphic organizers and semantic maps were mandatory.	
	ACSK	SLO #1	Student will create original	Of the 10 students enrolled on 1/12/16, 1	The instructor must make	The instructor did not make the	

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	151	SLO #1	examples of figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text.	student continued to struggle with figurative language (70-80%) scores. Students avoid using figurative language in their writing assignments. The one student who did not master this SLO was dropped due to poor attendance.	the application of figurative language mandatory for students' writing assignments.	application of figurative language mandatory for their daily writing assignments.	
		SLO #2	Student will locate information from college texts and summarize in paragraph form the essential points made by the text book author.	Of the 10 students enrolled on 1/12/16, 1 student continued to struggle with summarizing. The one student who did not master this SLO was dropped due to poor attendance.	Informing students of the consequences of plagiarism and show the ease of recognizing plagiarism increases the rate of summary and decreases the rate of plagiarism.	Instructor showed the students how plagiarism is identified by an instructor using the class projector.	
		SLO #3	Student will edit and revise writing to improve the organization and consistency of ideas in two connected paragraphs.	Of the 10 students enrolled on 1/12/16, 1 student continued to struggle. The one student who did not master this SLO was dropped due to poor attendance.	Enforcing the mandatory 3 step writing process increased student writing skills.	A mandatory three step writing process replaced the mandatory two step process.	
ACSK 152		SLO #1	Students will choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits their intended purpose.	Of the 2 student enrolled in this class on 1/12/16, 1 this SLO primarily due to the daily practice required for this class. The other student was re-enrolled in a lower ASCK level.	For the one student in this level, the data indicates that this is an effective teaching strategy. More student data is necessary to make this belief valid and reliable.	Writing topics were made related to student interests and knowledge levels.	
		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 this class on 1/12/16, 1 student mastered this SLO. The one student who enrolled in this class was successful. The instructor made the writing assignments a three step process.	It is likely that other students will also benefit from participating in a three step instead of two step writing process.	Adding a third mandatory step to the writing/ editing/researching process improved this one student's learning outcomes.	
		SLO #3	Students will edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay.	Of the two students enrolled in this class on 1/12/16, one student mastered this SLO. The data on this one student clearly indicates that this student benefitted from the graphic organizers, semantic maps, and editing process.	Making every step in the writing process mandatory, improves student learning outcomes.	The writing process included a three step mandatory editing process instead of a two step process.	
ACSK 153		SLO #1	Students will estimate and compute the sum or difference of whole numbers and positive decimals to two places.	Students achieved 75% on quizzes.	Implement additional teaching strategies.	16/20 80% one student move to 154	
				Students achieved 75% on quizzes.	Implement additional	23/21 one student move to 154, two no	

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				Students achieved 75% on quizzes.	teaching strategies.	show	
		SLO #2	Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems.	13 students pass, 3 did no pass due to absenteeism.	Will work much better.	Individual Chapter Test to allow retention of subject matter.	
				17 students pass, 2 did no pass due to absenteeism.	Wil work much better.	Individual Chapter Test to allow retention of subject matter.	
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of whole numbers.	Same as SLO #2	Same as SLO #2	Same as SLO #2	
	ACSK 154	SLO #1	Students will estimate percents given fractions and evaluate the reasonableness of their educated guess	Students achieved 75% on quizzes.	Implement additional teaching strategies.	4/4 4 Students pass	
				Students achieved 75% on quizzes.	Implement additional teaching strategies.	8/7 7 students one student fail due to absent.	
		SLO #2	Students will formulate a plan to create algorithmic representations from real world life word problems.	4 students pass.	Wil work much better.	Individual Chapter Test to allow retention of subject matter.	
				7 students pass, 1 did no pass due to absenteeism.	Wil work much better.	Individual Chapter Test to allow retention of subject matter.	
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving basic operations of fractions.	Same as SLO #2	Same as SLO #2	Same as SLO #2	
	ACSK 155	SLO #1	Students will create algorithmic representations of ratios and proportions based on real-world word problems.	Students achieved 75% on quizzes.	Implement additional teaching strategies.	5/5 5 Students pass	
				Students achieved 90% on quizzes.	Implement additional teaching strategies.	4/5 4 Students pass one dropped	
		SLO #2	Students will analyze data displays and explain how the	4 students pass.	Wil work much better.	Individual Chapter Test to allow retention of subject matter.	

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		SLO #2	information can be reported as either fractions, decimals or percents.	4 students pass.	Wil work much better.	Individual Chapter Test to allow retention of subject matter.	
		SLO #3	Students will differentiate between relevant and irrelevant information needed to solve real-world word problems involving operations of decimals and percents.	Same as SLO #2	Same as SLO #2	Same as SLO #2	
		SLO #3A	Students will differentiate between relevant needed to solve real-word problems basic operations of whole numbers	Same as SLO #2	Same as SLO #2	Same as SLO #2	
	ACSK 156	SLO #1	Students will read narrative text aloud with at their instructional reading level with fluency and accuracy and with appropriate pacing, intonation, and expression.	Of the 11 students enrolled on 1/12/16, 9 students mastered this SLO. Students' weekly fluency levels were recorded and charted. Students were responsible for selecting their own reading materials to practice their fluency rates. The two students who did not pass have limited English skills and need additional time to master this SLO.	Most students in this reading class are reluctant readers. I will increase the rate of reading fluency practices and hold them accountable by 'grading' their improvements.	This group of students did not appear to have the intrinsic level of motivation to practice reading skills at home. Although fluency did increase, the rate of growth was slower than anticipated.	
		SLO #2	Students will demonstrate vocabulary strategies for literal comprehension at students' independent reading level.	Of the 11 students enrolled on 1/12/16, 9 mastered this SLO. Teaching the meaning of frequently used Latin and Greek roots did improve student vocabulary levels. The two students who did not master this SLO, relied upon their cell phones to provide answers, instead of learning the roots	Students need more practice with identifying the meaning of complex words in context.	I improved the PowerPoint presentation by using more pictures to make the material more visually interesting. Many students have difficulty identifying the root in context.	
		SLO #3	Students will synthesize vocabulary understanding in new and different learning situations based on their individual instructional reading levels.	Of the 11 students enrolled on 1/12/16, 9 students mastered this SLO. Students who actively read reading materials were able to master this SLO. The two students who did not master this SLO, used google translate to read the material in their first language.			
	ACSK 157	SLO #1	Students will read expository text at their instructional reading levels with fluency and accuracy and with appropriate pacing,	There were no students enrolled in this class on 1/12/16. 1 students moved to this level from the advanced level to have the opportunity to master both decoding and comprehension. This student improved his	Given that the 1 student in this level was intrinsically motivated to improve his reading levels, no changes are needed for this type of		

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	ACSK 157	SLO #1	intonation, and expression.	reading rate, levels, and comprehension levels.	student. Changes may be necessary for reluctant learners.		
		SLO #2	Students will demonstrate vocabulary strategies to make inferences at student's independent reading level.	There were no students enrolled in this class on 1/12/16. The student in this level enrolled after the first week. This student is intrinsically motivated to improve his reading skills. He appeared to practice reading outside of the classroom and mastered this assignment.	Students who follow the instructional strategies are able to improve their reading skills.		
		SLO #3	Students will uncover and exemplify how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	There were no students enrolled on 1/12/16. One student enrolled the following week. The one student successfully mastered this skill before the end of the semester.	If the students are intrinsically motivated, no changes are necessary in instruction. For those future students who are reluctant learners, this pedagogy may need modifications.		
ADJU 1	SLO #1	Analyze basic concepts of the American justice system and evaluate the impact of cultural awareness on the American criminal justice system in the United States and abroad.	Students were required to find a current newspaper article (written within the last year) discussing multiculturalism and its impact on the three components of the US criminal justice system (law enforcement, courts, and corrections). Each student summarized the article found, explained how it related to the topic, and presented the article and summary to the class. 15 students participated in the assignment. Here is a breakdown of the results: 6/15 students (40%) received an A (90% or higher) 4/15 students (26.7%) received a B (80% to 89%) 2/15 students (13.3%) received a C (70% to 79%) 0/15 students (0%) received a D (60% to 69%) 3/15 students (20%) received an F (below 60%) Based on this data, 80% of the students demonstrated success by receiving a C or higher on the assignment.	The students enjoyed the assignment and recognized the value. Although I plan to use the newspaper article assignment next semester, I will spend more time going explaining the step-by-step requirements for successful completion. This includes more summary examples and more time spent teaching students how to write a summary using their own words.	No previous assessments.		

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				<p>Utilized a 20 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course.</p> <p>More than 70% of the class passed the comprehensive multiple choice final exam with an 80% or higher. 4 students, or 10% did not take the final exam and as a result failed the course.</p>	<p>Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes.</p>	<p>Continuing to use the midterm essay, but students are assessed on their final exam scores. Based on the results the multiple choice final exam appears to be a better measurement tool than the writing assessment. Because many Barstow Community College students struggle with writing and research a writing assessment is not an ideal tool to utilize for measuring SLO's at this time. However, there is no plan on doing away with the writing assignment as it will prove beneficial to students in their careers.</p>	
		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,	<p>Students were divided into 3 groups to discuss the problem of overcrowded prisons from social, economic, and political perspectives. Each group was required to present 3 solutions for the reducing the California overcrowded prison problem and discuss the impact of the solutions on police, courts, and corrections. As a follow-up, each student was required to submit a one-page essay discussing the various ideas presented by each group and discuss the pros and cons of the proposals.</p> <p>18 students participated in the assignment. Here is a breakdown of the results:</p> <p>14/18 students (77.8%) received an A (90% or higher) 3/18 students (16.7%) received a B (80% to 89%) 1/18 students (5.5%) received a C (70% to 79%) 0/18 students (0%) received a D (60% to 69%) 0/18 students (0%) received an F (below 60%)</p> <p>Based on this data, 100% of the students demonstrated success by receiving a C or</p>	<p>The group discussion format prior to the written assignment helped students work together to see the problem from all perspectives. The Bs and Cs were mainly due to difficulty with the writing – inability to clearly convey the pros and cons in an understandable format. Overall, I will continue to use the assignment, but I will also continue to work with students to improve their writing skills, as this skill is essential to succeed in the criminal justice field.</p>	<p>No previous assessments.</p>	

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		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,	higher on the assignment.	The group discussion format prior to the written assignment helped students work together to see the problem from all perspectives. The Bs and Cs were mainly due to difficulty with the writing – inability to clearly convey the pros and cons in an understandable format. Overall, I will continue to use the assignment, but I will also continue to work with students to improve their writing skills, as this skill is essential to succeed in the criminal justice field.	No previous assessments.	
				Utilized a 20 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. More than 70% of the class passed the comprehensive multiple choice final exam with an 80% or higher. 4 students, or 10% did not take the final exam and as a result failed the course.	Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes.	Continuing to use the midterm essay, but students are assessed on their final exam scores. Based on the results the multiple choice final exam appears to be a better measurement tool than the writing assessment. Because many Barstow Community College students struggle with writing and research a writing assessment is not an ideal tool to utilize for measuring SLO's at this time. However, there is no plan on doing away with the writing assignment as it will prove beneficial to students in their careers.	
		SLO #3	Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.	The 50-point quiz included multiple choice, true/false, and essay questions regarding the concepts of bail, sentencing, and parole. 18 students took the quiz. Here is a breakdown of the results: 3/18 students (16.7%) received an A (90% or higher) 7/18 students (38.8%) received a B (80% to 89%) 3/18 students (16.7%) received a C (70% to 79%) 2/18 students (11.1%) received a D (60%	A few students in the class struggled with the tests without regard to the topics being discussed. Although these tests will still be used, I will reach out more to the students who struggle to try and find the root cause of the issue and help them find the resources they need to improve, such as tutoring and/or more efficient	No previous assessments	

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		SLO #3	Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail.	to 69%) 3/18 students (16.7%) received an F (below 60%) Based on this data, 72% of the students demonstrated success by receiving a C or higher on the assignment.	learning/studying techniques.	No previous assessments	
				Utilized a 20 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. More than 70% of the class passed the comprehensive multiple choice final exam with an 80% or higher. 4 students, or 10% did not take the final exam and as a result failed the course.	Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes.	Continuing to use the midterm essay, but students are assessed on their final exam scores. Based on the results the multiple choice final exam appears to be a better measurement tool than the writing assessment. Because many Barstow Community College students struggle with writing and research a writing assessment is not an ideal tool to utilize for measuring SLO's at this time. However, there is no plan on doing away with the writing assignment as it will prove beneficial to students in their careers.	
	ADJU 17	SLO #1	Identify those counseling techniques that are most effective in an interview.	There was a slight drop in the overall percentage of students that scored a 70% or higher on the final exam since Spring 2015, i.e. 2%. However, there were also quite a few less students that this term. Overall the class did very well. A total of 90% or 17 out of 19 passed the final exam with a 70% or higher. Two students out of 21 failed the exam and 2 students did not take the final exam for 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.	No changes were made since last Spring.	
		SLO #2	Demonstrate an understanding of the philosophies, theories, and goals of various counseling and treatment modalities.	There was a slight drop in the overall percentage of students that scored a 70% or higher on the final exam since Spring 2015, i.e. 2%. However, there were also quite a few less students that this term. Overall the class did very well. A total of 90% or 17 out of 19 passed the final exam with a 70% or higher. Two students out of 21 failed the exam and 2 students did not take the final exam for 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.	No changes were made since last Spring.	
		SLO #3	Identify techniques and theories used in confidence	There was a slight drop in the overall percentage of students that scored a 70%	Based on the above information it does not	No changes were made since last Spring.	

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		SLO #3	building by correctional staff during interviews and counseling.	or higher on the final exam since Spring 2015, i.e. 2%. However, there were also quite a few less students that this term. Overall the class did very well. A total of 90% or 17 out of 19 passed the final exam with a 70% or higher. Two students out of 21 failed the exam and 2 students did not take the final exam for the course.	appear that any changes are necessary with regard to the final exam as an assessment tool.	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.	<p>15 students took the final exam. The average score for the exam was 81%. Here is a breakdown of the individual scores:</p> <p>5/15 students (33%) received an A (A scores ranged from 91% to 96%) 4/15 students (27%) received a B (B scores ranged from 81% to 86%) 3/15 students (20%) received a C (C scores ranged from 78% to 79%) 2/15 students (13%) received a D (D scores ranged from 66% to 68%) 1/15 students (7%) received an F (F score was 43%)</p> <p>Based on this data, 80% of the students demonstrated success by receiving a C or higher. 8 students who were still involved in the class did not take the final examination.</p>	<p>15 students took the final exam. The average score for the exam was 81%. Here is a breakdown of the individual scores:</p> <p>5/15 students (33%) received an A (A scores ranged from 91% to 96%) 4/15 students (27%) received a B (B scores ranged from 81% to 86%) 3/15 students (20%) received a C (C scores ranged from 78% to 79%) 2/15 students (13%) received a D (D scores ranged from 66% to 68%) 1/15 students (7%) received an F (F score was 43%)</p> <p>Based on this data, 80% of the students demonstrated success by receiving a C or higher. 8 students who were still involved in the class did not take the final examination.</p>	<p>I will use early alerts and promote tutoring for students who appear to be struggling with concepts in this SLO. I also plan to incorporate more “real-life” activities to help students get a better grasp on the concepts.</p>	No previous assessments.	
				<p>4 students took the final exam. The average score for the exam was 81%. Here is a breakdown of the individual scores:</p> <p>0/4 students (0%) received an A (A scores ranged from 91% to 96%) 0/4 students (0%) received a B (B scores ranged from 81% to 86%) 3/4 students (75%) received a C (C scores ranged from 78% to 79%) 1/4 students (25%) received a D (D scores ranged from 66% to 68%) 0/4 students (0%) received an F (F score was 43%)</p> <p>Based on this data, 75% of the students</p>	<p>I believe that the data, when viewed in conjunction with the online class, shows that we are at or near the target for this SLO. I will continue to incorporate more “real-life” activities and group projects to help students get a better grasp on the concepts.</p>	80% of the students in the online version of ADJU 2 demonstrated success on this SLO. Although the questions were different, the same concepts were tested in both classes. Given the low number of students in the live version of the class, I do not think the percentage is an adequate measure of success in this instance. I was able to incorporate more “real life” activities in the live class, such as jury selection and search/seizure activities. I think the correlation between the real-life activities and their impact on students’ understanding of the concepts will be better analyzed in a class with more	

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				demonstrated success by receiving a C or higher. 1 student who was still involved in the class did not take the final examination. The low number of students made the percentage of limited value, as one student's grade determined whether the target was met or not.	I believe that the data, when viewed in conjunction with the online class, shows that we are at or near the target for this SLO. I will continue to incorporate more "real-life" activities and group projects to help students get a better grasp on the concepts.	students.	
		SLO #2	Examine the defendant's rights, as well as recognize various Supreme Court decisions that have effected the justice system, as it relates to the rights of the defendant.	<p>17 out of 24 students (71%) completed all 4 questions (the remaining 7 either withdrew or otherwise failed to complete the course).</p> <p>7/17 students (41%) received an A on these particular questions 3/17 students (18%) received a B on these particular questions 2/17 students (11%) received a C on these particular questions 3/17 students (18%) received a D on these particular questions 2/17 students (11%) received an F on these particular questions</p> <p>Based on these numbers, 12/17 students (70%) demonstrated success with this SLO based the overall grades. It is noteworthy that of the 5 students who received a D or F, 3 did so by failing to submit responses in a timely manner. Had they submitted timely responses, all 3 would have obtained Bs based on substance. Thus, 15/17 (88%) demonstrated substantive understanding of defendants' rights, meaning they successfully demonstrated this SLO.</p>	I will focus on making sure more students timely complete their work – sending out reminders and reaching out more to individual students who are having difficult meeting deadlines. Substantively, I will continue to provide individual feedback on their responses. In the next semester, I will require responses to the feedback in order to ensure the feedback is helping students understand the material.	No previous assessments	
				As a class, the students and I discussed what specific rights are guaranteed by the 1st, 4th, 5th, 6th, and 8th Amendments. Once students understood which rights were at issue, I had them break into 2	The data shows that the group discussion and follow-up writing are a good method of assessing this SLO. I plan to	70% of the students in the online version of the ADJU 2 class this semester demonstrated success on this SLO. The method of assessing this SLO was similar in both formats. The one change in the	

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				<p>groups to discuss which of these rights, if any, they would be willing to give up in the name of public safety. The groups then presented their findings to the class, and we had a debate on each amendment. As a follow-up, each student was required to submit a one-page essay stating which right he/she was willing to give up and why.</p> <p>8 students participated in the assignment (3 students later withdrew from the course). Here is a breakdown of the results:</p> <p>5/8 students (62.5%) received an A (90% or higher) 2/8 students (25%) received a B (80% to 89%) 0/8 students (0%) received a C (70% to 79%) 1/8 students (12.5%) received a D (60% to 69%) 0/8 students (0%) received an F (below 60%)</p> <p>Based on this data, 87.5% of the students demonstrated success by receiving a C or higher on the assignment. The student who received a D did not turn in the required essay.</p>	incorporate the group format into the online version. With respect to the writing, I will continue to help students with their writing to more clearly and effectively express their thoughts.	live class was that students were able to work in groups to bounce thoughts off of each other. This group format was a positive change in helping the students understand the rights and their importance.	

SLO #3	Determine various legal rules of procedure from arrest to release to include the courtroom and proper court room procedure.	<p>Out of 19 students who completed all 3 quizzes, here is a breakdown of results:</p> <p>3/19 students (16%) received an overall A on these 3 quizzes. 9/19 students (47%) received an overall B on these 3 quizzes. 1/19 students (5%) received an overall C on these 3 quizzes. 3/19 students (16%) received an overall D on these 3 quizzes. 3/19 students (16%) received an overall F on these 3 quizzes.</p>	I will use early alerts and promote tutoring for students who appear to be struggling with concepts in this SLO. I will also use a more interactive project to help students understand the concepts in this SLO.	No previous assessments
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Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Determine various legal rules of procedure from arrest to release to include the courtroom and proper court room procedure.	13/19 students (68%) demonstrated success with this SLO by their grades of C or better on the quizzes. 4 of the students receiving a D or F did not complete the course.	I will use early alerts and promote tutoring for students who appear to be struggling with concepts in this SLO. I will also use a more interactive project to help students understand the concepts in this SLO.	No previous assessments	
				<p>The 50-point test included multiple choice, true/false, and essay questions regarding the major participants in a criminal trial, jury selection, rules of evidence, and presentation of the case. 5 students took the exam. Here is a breakdown of the results:</p> <p>2/5 students (40%) received an A (90% or higher) 1/5 students (20%) received a B (80% to 89%) 0/5 students (0%) received a C (70% to 79%) 0/5 students (0%) received a D (60% to 69%) 2/5 students (40%) received an F (below 60%)</p> <p>Based on this data, 60% of the students demonstrated success by receiving a C or higher on the assignment.</p>	A few students in the class struggled with the tests without regard to the topics being discussed. Although these tests will still be used, I will reach out more to the students who struggle to try and find the root cause of the issue and help them find the resources they need to improve, such as tutoring and/or more efficient learning/studying techniques. I also plan to use more interactive projects, both live and online, to help students understand the concepts.	68% of the students in the online version of ADJU 2 demonstrated success on this SLO. Although the questions were different, the same concepts were tested in both classes. Given the low number of students in the live version of the class, I do not think the percentage is an adequate measure of success in this instance. However, it does seem clear based on the overall percentages that students are struggling with these concepts. Students in the live class had the benefit of participating in a live jury selection (online students had a simulated version of the event).	
	ADJU 3	SLO #1	Evaluate basic concepts of criminal law in America and analyze and discuss the basic procedures and rules of evidence that apply to almost all criminal cases.	13 of 15 students completed this assignment, with 100% of those completing the assignment, or 87% of enrolled students, meeting the SLO at a superior level.	No changes anticipated at this time.		
		SLO #2	Examine specialized terms associated with the criminal law in America.	1 student, (7% of enrolled) exceeded expectations (B), with 2 students (13%) meeting expectations (C), with 9 (60%) students failing to meet expectation (D or below), 1 (7%) student failed to take the exam.	Poor study habits contribute significantly to the failure of students to meet this SLO. This problem cannot be solved in a single semester. Students must be willing to invest time and effort to	Two class sessions were devoted to reviewing for the final exam. The review included a detailed lecture of every question on the final exam, with ample time for questions. Students were permitted to prepare and use a reference sheet (cheat sheet) for use during the exam. Several students did	

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		SLO #2	Examine specialized terms associated with the criminal law in America.	1 student, (7% of enrolled) exceeded expectations (B), with 2 students (13%) meeting expectations (C), with 9 (60%) students failing to meet expectation (D or below), 1 (7%) student failed to take the exam.	the education process. I will continue to emphasize to students the importance of good study habits.	not choose to take notes during the review.	
		SLO #3	Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases.	14 of 15 students completed this assignment, with 100% of those completing the assignment, or 93% of enrolled students, met this SLO meeting a superior level.	No changes anticipated at this time.		
ADJU 5	SLO #1	Examine the interrelationships and roles of criminal justice personnel, agencies and the public in community relations and evaluate the importance of their interaction within the community.	<p>Of the 31 active students, 21 students completed the writing assignment. 19 of the 21 students, who completed the writing assignment, received full credit – 50/50 or 100%. 2 of the 21 students, who completed the assignment, received 0 points for turning in the assignment late or having problems with the assignment, such as plagiarism.</p> <p>10 of the 31 students received 0%, since they failed to submit the assignment.</p> <p>Of those who completed the assignment, it was apparent the students relied on the text, as well as, outside resources for research and comprehended the material.</p>	<p>Continue with numerous reminders regarding writing assignments, to encourage increased participation. Move due date prior to midterm to encourage participation. Routinely update assignment to address current topics.</p>	<p>Emails and numerous online postings reminding students of writing assignment have helped with the student’s completion of the assignment, but not a significant increase. The timing of the assignment might be the cause of lower than expected results – students feel that they have a break immediately after midterm and disregard the writing assignment. Moving the assignment due date prior to the midterm, might motivate higher completion.</p> <p>There have been numerous postings, email reminder, and contacts with students regarding the writing assignment, which appears to keep students engaged.</p>		
		SLO #2	Differentiate between public relations and community relations.	Of the 31 active students, 28 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 while debating the topic.	Continuously updating the current topic to address the SLO and provide additional media.	Additional emails and reminders were sent to students to increase participation. Continuously updating the SLO with current topics allowed students to relate to the subject matter and become more engaged in the lesson.	
		SLO #3	Evaluate psychological factors affecting police-community relations and examine proper	See SLO 1 Summary	See SLO 1 Changes	See SLO 1 Results	

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		SLO #3	communication skills in police/community interaction.	See SLO 1 Summary	See SLO 1 Changes	See SLO 1 Results	
	ADJU 6	SLO #1	Demonstrate an understanding of the theories, concepts and philosophies related to the role expectations of the patrol officer, as well as discuss physical and mental issues and liability and ethical concerns.	<p>Students were required to discuss ethical issues involved when officers use discretion in completing their duties, and the potential liability officers face for abuse of power. They were also required to discuss the mental and physical stresses that officers face and how both officers and departments can participate in programs to deal with stressors. 23 students participated in both discussion questions. Here is a breakdown of the results:</p> <p>14/23 students (60.9%) received an A (90% or higher) 4/23 students (17.4%) received a B (80% to 89%) 2/23 students (8.7%) received a C (70% to 79%) 1/23 students (4.3%) received a D (60% to 69%) 2/23 students (8.7%) received an F (below 60%)</p> <p>Based on this data, 87% of the students demonstrated success by receiving a C or higher on the assignment.</p>	The data indicates that students understand the topics contained in this SLO. I plan to continue using a variety of discussion questions to help students understand the topics in this SLO.	No previous assessments	
		SLO #2	Identify patrol techniques utilized across the country including, but not limited to, directed patrol, problem solving patrol and selective enforcement, as well as specialized police operations.	<p>25 students took the quiz. Here is a breakdown of the results:</p> <p>2/25 students (8%) received an A (90% or higher) 7/25 students (28%) received a B (80% to 89%) 11/25 students (44%) received a C (70% to 79%) 1/25 students (4%) received a D (60% to 69%) 4/25 students (16%) received an F (below 60%)</p>	The data shows that students are doing a good job with this particular SLO, although there does remain much room for improvement. I plan to use more interactive patrol demonstrations and projects to help students understand patrol concepts.	No previous assessments	

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		SLO #2	Identify patrol techniques utilized across the country including, but not limited to, directed patrol, problem solving patrol and selective enforcement, as well as specialized police operations.	Based on this data, 80% of the students demonstrated success by receiving a C or higher on the assignment.	The data shows that students are doing a good job with this particular SLO, although there does remain much room for improvement. I plan to use more interactive patrol demonstrations and projects to help students understand patrol concepts.	No previous assessments	
		SLO #3	Demonstrate an understanding of the procedures in the investigation of traffic accidents, traffic control techniques, emergency situations and terrorism.	<p>Students were required to find a current newspaper article (written within the last year) discussing patrol techniques in emergency situations, including traffic accidents, gang violence, and incidents of terrorism. Each student summarized the article found and explained how it related to the topic. 21 students participated in the assignment. Here is a breakdown of the results:</p> <p>16/21 students (76%) received an A (90% or higher) 3/21 students (14%) received a B (80% to 89%) 1/21 students (5 %) received a C (70% to 79%) 1/21 students (5%) received a D (60% to 69%) 0/21 students (0%) received an F (below 60%)</p> <p>Based on this data, 90% of the students demonstrated success by receiving a C or higher on the assignment.</p>	The newspaper article shows that the students are able to take the concepts discussed in the readings and demonstrate how they apply in real life. I will continue to use the assignment, but I will spend more time working with students to clearly and concisely summarize the articles without using language that the article uses.	No previous assessment	
	ADJU 7	SLO #1	Determine basic scientific methods used in a criminal investigation and discuss the basic concepts of performing a criminal investigation	Students completed final exam questions relating to this SLO. 80% or 28 out of 35 students successfully passed the final exam with a 70% or higher. Two students chose not to take the final exam for reasons unknown.	Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes.	No changes were recommended or made. Students were dropped for not participating.	
		SLO #2	Differentiate between	Students completed final exam questions	Based on the overall	No changes were recommended or	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	specialized terms associated with a criminal investigation.	relating to this SLO. 80% or 28 out of 35 students successfully passed the final exam with a 70% or higher. Two students chose not to take the final exam for reasons unknown.	results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes.	made. Students were dropped for not participating.	
		SLO #3	Evaluate the importance of proper evidence handling procedures.	Students completed final exam questions relating to this SLO. 80% or 28 out of 35 students successfully passed the final exam with a 70% or higher. Two students chose not to take the final exam for reasons unknown.	Based on the overall results of those who took the final exam it has been determined that it is an adequate measure for assessing the current student learning outcomes.	No changes were recommended or made. Students were dropped for not participating.	
ADJU 8	SLO #1	Analyze the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its interdisciplinary nature.	<p>Of the 31 active students, 25 students completed the writing assignment. 20 of the 25 students, who completed the writing assignment, received full credit – 50/50 or 100%. 4 of the 25 students, who completed the assignment, received 25/50 or 50% points for turning in the assignment late or having problems with the assignment, such as plagiarism. 1 of the 25 students, who completed the assignment, received 0/0 or 0% for turning in the assignment in past the due date and extension.</p> <p>6 of the 31 students received 0%, since they failed to submit the assignment.</p> <p>Of those who completed the assignment, it was apparent the students relied on the text, as well as, outside resources for research and comprehended the material.</p>	Continue with numerous reminders regarding writing assignments, to encourage increased participation. Routinely update assignment to address current topics.	<p>Emails and numerous online postings reminding students of writing assignment have helped with the student’s completion of the assignment. Also dropping students who have failed to participate, not matter how much outreach was provided.</p> <p>There have been numerous postings, email reminder, and contacts with students regarding the writing assignment, which appears to keep students engaged.</p>		
		SLO #2	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 31 active students, 29 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 2 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment, it was apparent they understood the assignment and were able to define the learning outcome while debating the topic.	Continuously updating the current topic to address the SLO and provide additional media.	Additional emails and reminders were sent to students to increase participation. Continuously updating the SLO with current topics allowed students to relate to the subject matter and become more engaged in the lesson.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Examine the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve the juvenile justice system.	See SLO 1 Summary	See SLO 1 Changes	See SLO 1 Results	
	AHLT 51	SLO #1	The student will demonstrate the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross First Aid – Standard First Aid certification requirements.	100% students (total of 34) passed the exam with the scores of at least 80 points –ARC standard	Same	100% - Same to the last term	SLO #1 & #2 for these courses (40186/87/88) was the same; different assessment method though
				All of the 34 students (100%) passed	Nothing	100%	
				SLO 1 is based on national standards of the American Red Cross. Average score was 96%. All 26 students received a B or higher No single question was missed by more than 50% of students.	We are continueing to address all modules successfully, at this time.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. 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 96%, the same as last semester. All 26 students received a B or higher. No particular module was missed by a large number of students.	At this time, we are continueing to address all modules adequately.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. Students continue to average above the 90th percentile therefore, no changes are necessary at this time.	
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	100% of 34 students passed the final exam with at least 80 points (ARC standards)	Same as usual	100%	
				SLO 3 is based on national standards of the American Red cross. Average score was 90% . All 26 students passed with a B or higher No particular module or question was missed by a large number of students.	All modules are being adequately addressed at this time.	Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. There were not questions missed by more than 50% There are no clear issues to explain the increase from last semester; therefore, I feel no changes are necessary at this time.	
	AHLT	SLO #1	Utilize assessment findings to	11/17 students reached the final exam	There were no changes	There were no changes from the	

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	55A	SLO #1	identify and treat illness/injury	stage for completion of this course. 8 students successfully completed the course. 3 students were not successful in achieving the grade required to obtain a completion certificate. 6 students failed the class due to poor attendance and did not attempt the final exam.	from the previous assessment.	previous assessment.	
		SLO #2	Successfully perform the skills required by NREMT for certification.	100% success rate for this particular SLO. 11 students attempted, 11 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 8 students who were successful in obtaining a completion certificate demonstrated acceptable attendance and study habits and did well in this area. The students who outright failed to take the final exam or failed to pass the final exam were those who demonstrated poor attendance and a lack of attention and participation in lectures and subsequent discussions.	No changes are planned for the next semester.	There were no changes made from previous assessments.	
	AHLT 62A	SLO #1	Utilize assessment findings to identify and treat illness/injury.	1 student was present for this class. This student ceased attending and did not complete the class.	The above data does not indicate that any changes will be necessary for the next semester.	There were no changes made to this class.	
		SLO #2	Successfully perform the skills required by NREMT for certification.	The only student enrolled in this class stopped attending and did not attempt the Final Exam – Skills.	The above data does not indicate that any changes will be necessary for the next semester.	There were no changes made to this class.	
		SLO #3	Display behavior consistent with the ethical standards of EMS.	The only student enrolled in this class stopped attending.	The above data does not indicate that any changes will be necessary for the next semester.	There were no changes made to this class.	
	AHLT 63	SLO #1	The student will demonstrate the role of a citizen responder in regard to the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross cardiopulmonary resuscitation certification requirements.	All of the 24 students from these 2 classes perform the demonstration accurately (100%)	The ARC usually only allow the instructor teach no more than 8 students in each class, but we always do more. The only reason the ARC accept our practice is that we produce quality students.	Same as last semester	

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				SLO 1 is based on national standards of the American Red Cross. Average score was 97%. All 23 students passed with a B or higher. No question was missed by more than 50% of students.	No changes are needed for next session, based on this data.	Individual Questions <50% were analyzed and changes made to improve those areas. Though the average score was slightly lower (1%) than last session, the difference is not significant enough to warrant changing the lessons.	
		SLO #2	The student will fulfill the American Red Cross Adult, Child, and Infant Cardiopulmonary Resuscitation requirements for certification.	SLO 2 is based on national standards of the American Red Cross. Average score was 94%. This is the same as the last semester. All 23 students received a B or higher No question was missed by more than 50% of students.	Based on the statistical data, no changes are warranted for next session.	Individual Questions <50% were analyzed and changes made to improve those areas. Since no one question seems to be an issue for the students and all students are above the 90%, no changes are needed at this time.	
		SLO #2A	The student will fulfill the American Red Cross Child Cardiopulmonary Resuscitation requirements for certification	100% of students (25) passed the final (with the testing score 80 or higher)	Same as last term: The American Red Cross requirement: Skills 100%, written score: 80% or higher	Same as last semester	
		SLO #3	The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for certification.	SLO 3 is based on national standards of the American Red Cross. Average score was 91%. All 23 students scored at B level or higher. No question was missed by more than 50% of students.	No changes are needed for next session based on the current average scores.	Individual Questions <50% are analyzed and changes made to improve those areas. There is no area in need of change at this time.	
		SLO #3A	The student will fulfill the American Red Cross Infant Cardiopulmonary Resuscitation requirements for certification	All the 25 students passed the final and skill demo (100%)	Nothing	Same as last term	
	ARTS 1	SLO #1	Students will be able to distinguish specific works of art and stylistic characteristics of the art of western cultures from Paleolithic times to the Gothic Era.	22 students achieved a high degree of art recognition, 18 a good recognition, 3 passable, 2 received Ds and 2 failed to take the quiz. 30 out of 36 completing the class received a passing grade.	An update in the quiz is needed with different questions ceated. 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.	Results for the quiz showed improvement from previous classes. No changes were made. Same quizzes.	
		SLO #2	Students will identify the	29 students participated fully in the	Continue to encourage	No changes made	

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		SLO #2	predominant focus, philosophy and theology of different western cultures during these time periods through the observation and analysis of their artwork.	discussions and shared their understandings of how the artwork illustrated the philosophy, theology and cultural mores of the arts from early history to the Gothic era. Seven passed with an adequate participation and understanding and nine did not do enough work to illustrate any understanding.	participation.	No changes made	
				30 out of 36 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.	
		SLO #3	Students will appraise the relevancy of art past and present in their own lives and understand how one culture's art influences other cultures and influences our own.	30 out of 36 completing the class received a passing grade.	Effective assignment for meeting goals.		
				32 students did an excellent job in expressing their understanding of a particular cultural artistic expression and how the beliefs of the past culture influences our own personal and collective culture. 5 students showed an adequate understanding of past culture and current influence. % did not do the assignment and one did a very poor job expressing the requirements of the assignment.	Time to change some of the essay questions.	No changes	
	ARTS 10	SLO #1	Students will integrate and assimilate the elements of art in the creation of still life painted from a set- up.	80 percent of the students did extremely well.	Although the students did very well on the first assignment, the reluctance to work at home already began to show itself. This is the biggest problem with the painting class... the assignments have, up to now, depended on homework for completion. It became clear (through dialogue during the semester) that homework was a problem because the students lacked confidence to work without guidance; therefore, I will be dividing	As this assignment teaches basic skills, very little change was make. Setups were simplified somewhat to make the task somewhat less daunting.	

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	ARTS 10	SLO #1	Students will integrate and assimilate the elements of art in the creation of still life painted from a set- up.	80 percent of the students did extremely well.	these skill sets into smaller projects which can be completed in class and then assign homework for reinforcement.	As this assignment teaches basic skills, very little change was make. Setups were simplified somewhat to make the task somewhat less daunting.	
		SLO #2	Students will create a painting from a photograph of a landscape or a cityscape using the grid technique of transference and enlargement.	Students also did well with this assignment but showed a lack of interest in the subject matter.	I will also break these skill sets down into numerous smaller assignments which can be done in class or overnight for homework (after in class practice). Assignment examples would include painting views of the campus and classroom from observation.	Had the students work closely with images of their own making which seemed to help but to no great degree.	
		SLO #3	Students will research and analyze different painting styles from past periods.	Students did well even though the manner of presentation had to be changed.	Now that we have wifi in the art room I can go back to my original plan of having the students present to the class. This semester I had to change the presentation mode to written report due to no internet service in the art room. I also plan to do small art history lectures throughout the semester as I think the students will benefit from the exposure.. The class was asked if they would enjoy this sort of activity even though it was a studio art class and they rather unanimously said yes.	Students were very enthusiastic about their choices which shows movement in the right direction	
	ARTS 18A	SLO #1	Students will develop the ability to form clay, developing the skills of hand building, throwing on the potter's wheel, low and high fire glazing. Students will also learn the vocabulary specific to the potter's craft.	24 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 4 students were given Bs for projects that had minor flaws in design. 3 Cs were given for pottery projects completed whose pieces did not function well. 3 students received d for poor work and participation.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will become conscious of and familiar with their own creative process and how their process is a part of human ceramic creativity throughout time.	20 students out of 31 completed this assignment with As, doing it with full understanding and following instructions. 11 did the assignment with mixed understanding of the purposes.	A number of students still do not listen to or follow instructions. More personal, one on one sessions are planned to make sure the assignment is fully understood. How does one get someone to listen to the assignment? Perhaps creating a contract?	Instructions were demonstrated and repeated more often.	
		SLO #3	Students will become active, sharing, participants in the ongoing maintenance of ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group clean-up, and the efficient use and storing of their tools.	All the students participated in final clean-up and in the organization and cooperation of the studio.			
	ARTS 18B	SLO #1	Students will refine their ability to form clay, expanding their skills of hand building and throwing on the potter's wheel. Students will experience alternative low firing techniques, joining the ranks of indigenous and primitive potters throughout history.	8 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 3 student was given B for projects that had minor flaws in design. 4 Cs were given for pottery projects completed whose pieces did not function well.	Data indicates that ceramics is an ongoing process of developing mastery and discipline. No new changes are planned. Grades did improve as well as participation.	The number of demonstrations was increased and advanced students were encouraged to tutor beginners.	
		SLO #2	Students will become conscious of and familiar with their own creative process and how their process is intimately tied to the four elements of earth, water, air, and fire.	11 students out of 15 completed this assignment with all doing it with full understanding and following instructions. 4 submitted mediocre sketch books	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	All 15 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.			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	work at different stages, individual and group clean-up, and the efficient use and storing of their tools.	All 15 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 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.	14 students did an excellent job of recognizing art works on the quiz. 11 students did a good job, 6 did an adequate job. 4 received ds and 3 failed to get enough correct to pass.	Increase the announcements on how to take the quizzes as students do not read instructions well and need reminding. Instructor posts on how to do research, use indexes, etc would also be helpful.	No changes were made	
		SLO #2	Students will identify the predominant focus, philosophy and theology of different western cultures during these time periods through the observation and analysis of their artwork.	27 students participated fully and effectively in the discussions. 4 students did a good job, three an average job of understanding and communicating and 5 failed to participate enough to pass the first discussion.	Continued reminder postings on requirements	The usual announcements were given for students to know what to do to get full points on the discussions	
		SLO #3	Students will be able to analyze a painting and its effective or ineffective use of style, color, composition and subject matter in its intended purpose. Students will explore the relationship between stylistic effects and historical events.	38 students did an excellent job of analyzing these paintings	The essay assignment was interesting enough to prompt excellent results. No changes necessary		
ARTS 7		SLO #1	Students will integrate the elements of art and relational viewing to create still life drawings.	13 students understood and demonstrated their design and aesthetic capabilities and received an A for their drawing. 3 students were given Bs for drawings that had minor flaws in design. 3 Cs were given for basic understanding.	Students responded well to giving greater scope to individual creative inclinations and adding small doses of discipline as regards techniques.	More demonstrations required.	
		SLO #2	Students will combine the basic laws of linear perspective and compose drawings of interiors and buildings.	12 students out of 19 completed this assignment with full understanding of the basic rules of linear perspective. 5 Grasped most of the rules and two did not manage to comprehend how linear perspective worked.	Increase the number of demonstrations. I will not teach this again for two years.	I have not taught this class before.	
		SLO #3	Students will analyze drawings of masters past and	15 of the students understood and did drawings indicative of the style			

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		SLO #3	present and assimilate effective techniques.	researched. \$ students did a passable rendering.			
	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.	25/27 or 90% of the students completed these weekly assignments of this SLO with scores 87.5% or above. The average score of this SLO was 97.25%.	Since students participate very well in this SLO, I should continue this important SLO next semester by enriching it.	Since students participated very well in this SLO, I put more points for this SLO by extending and enriching it. Also I made the discussion questions more critical thinking (less objective) in some discussions. Students participated more actively and got better scores.	
				All students demonstrated satisfactory levels in regards to this SLO (minimum score was 69%). 29/32 or 90% of the students completed these weekly assignments of this SLO with scores 80% or above. The average score of this SLO was 93.95%.	Since students participate very well in this SLO, I should continue this important SLO next semester by enriching it.	Since students participated very well in this SLO, I put more points for this SLO by extending and enriching it. Also I made the discussion questions more critical thinking (less objective) in some discussions. Students participated more actively and got better scores.	
				SLO #1 had a mean score of 64% based upon overall results of the Final Exam. This was a slight decrease over last semester.	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. If a Student Tutor cannot be located and approved by Tutorial Services in order to assist students with the class, the instructor will offer to individually tutor students either on a one-to-one basis or in groups during his office hours.	Individual questions on the exam where less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located and/or approved in order to assist students. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course. The students thought this was very helpful.	
				There are 8 discussion posts, each discussion post is worth 10 points, total 80 pts (100%); the average for the class was 76% out of 100%, with max 100% and minimum 0% based on 38 students in class.	Students posts quality have improved; although, they still need improvemnt in formating and writing arguments		
				There are 8 discussion posts, each discussion post is worth 10 points, total 80 pts (100%); the average for the class was 89% out of 100%, with max	Students posts quality have improved; although, they still need improvemnt in formating and writing		

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				100% and minimum 20% based on 40 students in class, 3 received 20%, two of them did not attempt the final either; the rest of the class 37 students received close to 90-100% except two who received about 60%, these lost discussion points due to missing or incomplete posts.	arguments		
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean score of 64% based upon overall results of the Final Exam. This was a slight decrease over last semester.	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. If a Student Tutor cannot be located and approved by Tutorial Services in order to assist students with the class, the instructor will offer to individually tutor students either on a one-to-one basis or in groups during his office hours.	Individual questions on the exam where less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located in order to assist students. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course. The students thought this was very helpful.	
				Summative Assessment comprised of 18 quizzes, with the average score for the class 74 % and maximum 100%) and midterm with the average score 55%% with maximum 100%, including 8 out of 38 students who did not attempt the midterm, and final exam with average score for the class 45 % with maximum 95% including 8 out of 38 students who did not take the final.	Recomended peer review of discussion and if possible implementation of group work, and tutoring.	Final exam was closed book and closed notes, and the score decreased from the previous semester. Both final and Midterm were proctored.	
				Summative Assessment comprised of 18 quizzes, with the average score for the class 88 % and maximum (100%), and midterm with the average score 81% with maximum 100%, including 2 out of 40 students who did not attempt the midterm, and final exam with average score for the class	Students who overall do well in the course also do well on the final exam. No changes will be in place for the final but Midterm exam becomes proctored similarly as final.	Final exam was closed book and closed notes, and there is no much difference from the previous semester where the final was open notes. Midterm will also be proctored.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				62 % with maximum 89% including 4 out of 40 students who did not take final.	Students who overall do well in the course also do well on the final exam. No changes will be in place for the final but Midterm exam becomes proctored similarly as final.	Final exam was closed book and closed notes, and there is no much difference from the previous semester where the final was open notes. Midterm will also be proctored.	
				There were 8 weekly assignments with the average score for the class (excluding the failed students) 63.3%. The average score for the Midterm exam was 65.3% (only one student didn't take the midterm) and for the Final Exam was 69.5% (3 our of 32 students didn't take the final exam).	The histograms of the grades for these three assessment methods demonstrate a fair distribution based on content knowledge and test taking skills in this course. Therefore, I will continue these assessment methods next semester.	I clarified the restrictions on the exams for the students so that they took the exams better.	
				There were 8 weekly assignments with the average score for the class (excluding the failed students) 64.3%. The average score for the Midterm exam was 63.2% (only one students didn't take the midterm) and for the Final exam was 67.0% (only one student didn't take the final exam).	The histograms of the grades for these three assessment methods demonstrate a fair distribution based on content knowledge and test taking skills in this course. Therefore, I will continue these assessment methods next semester.	I clarified the restrictions on the exams for the students so that they took the exams better.	
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems	At the beginning of the course, the students were asked to study and select an interesting scientific topic in Astronomy to research. In the middle of the course, they were asked to report the title, the overall abstract and the references of their research papers to the instructor for tracking them and giving feedbacks. At the end of the course, they were asked to share the final titles and abstracts with each other by posting them on Moodle and submit the final drafts to the instructor. The average score for the class was 83.6% and only 4 students did not turn in their papers.	I received 23/27 very interesting research papers done by community college students demonstrating a deep change in doing scientific research, interpreting scientific information and making conclusions. Students confessed they learned a lot this way and I will definitely continue it.	I changed the deadlines to give feedbacks to the students and they implemented them.	
				At the beginning of the course, the students were asked to study and select	I received 25/32 very interesting research papers	I changed the deadlines to give feedbacks to the students and they	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				an interesting scientific topic in Astronomy to research. In the middle of the course, they were asked to report the title, the overall abstract, and the references of their research papers to the instructor for tracking them and giving feedbacks. At the end of the course, they were asked to share the final titles and abstracts with each other by posting them on Moodle and submit the final drafts to the instructor. The average score for the class was 90% and 7 students did not turn their papers.	done by community college students demonstrating a deep change in doing scientific research, interpreting scientific information and making conclusions. Students confessed they learned a lot this way and I will definitely continue it.	implemented them.	
				At the beginning of the course, the students were asked to study and select an interesting scientific topic in Astronomy to research. In the middle of the course, they were asked to report the title, the overall abstract, and the references of their research papers to the instructor for tracking them and giving feedbacks. At the end of the course, they were asked to share the final titles and abstracts with each other by posting them on Moodle and submit the final drafts to the instructor. The average score for the class was 82.8% and only 6 students did not turn in their papers.	I received 19/25 very interesting research papers done by community college students demonstrating a deep change in doing scientific research, interpreting scientific information and making conclusions. Students confessed they learned a lot this way and I will definitely continue it.	I gave more feedbacks to the students and they implemented them.	
				SLO #3 had a mean of 86% based on the results of one Sky Journal Project. This was an increase over last semester.	Students will be provided with added resources for identifying celestial objects with respect to this project. Additional maps for locating constellations and specific visible stars within them will be available. Handouts will also be distributed for finding planets and observing meteor showers.	Additional Hands-On time between the instructor and each student was provided at the Astronomical Observatory to guide/help each student on the Sky Journal Research Project and answer any questions. Examples of excellent work from students in prior classes were shown to current students so that they could have a better idea of how to successfully complete the project. It appears that each of these actions had a positive effect on the learning outcomes.	
				The average score for the class for the final paper was 50%, including score 0 for 17 out of 38 students who did not submit the paper.	Promote writing tutoring center for research paper and argumentative writing. Emphasise scientific	Provided instruction to English professor / English tutoring helping students in written assignments planning and writing.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				The average score for the class for the final paper was 50%, including score 0 for 17 out of 38 students who did not submit the paper.	writing in English Classes/ develop a class emphasising on writing for science classes.	Provided instruction to English professor / English tutoring helping students in written assignments planing and writing.	
				The average score for the class for the final paper was 90%, excluding score 0 for 11 students who did not submit the paper.	Promote writing tutoring center for research paper and argument		
		SLO #4	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	Students were required to visit an observatory near their physical location for visual telescopic observations and submit a report about their experiences there. 15/27 students submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 22/27 students submitted their assignments and the average score was 64.77%.	The participated students performed very well in this SLO and I will encourage more students to participate next semester.	N/A (it was a new SLO)	
				Students were required to visit an observatory near their physical location for visual telescopic observations and submit a report about their experiences there. 21/32 students submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 20/32 students submitted their assignments and the average score was 61.24%.	The participated students performed very will in this SLO and I will encourage more students to participate next semester.	N/A (it was a new SLO)	
	ASTR 1L	SLO #1	Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	SLO #1 had a mean of 70% based on 15 Lab Reports. This was a slight decrease from last semester.	Students will continue to be given a Survey at the end of the course to rate the quality and effectiveness of each Laboratory experience, and changes/deletions will be made based upon the results of this survey. This survey has proved to be a valuable tool in determining the overall effectiveness of each	Labs where the student average score was less than 70% were reviewed, and the following changes were implemented. Based upon the data collected and analysis, the objectives and procedures for one Lab were changed, and another Lab was completely deleted with an alternative substituted in its place. Students were also afforded additional time to complete their Lab Reports which involved finalizing and submitting them the following week. However, this	

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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 established knowledge.	SLO #1 had a mean of 70% based on 15 Lab Reports. This was a slight decrease from last semester.	Laboratory experience/activity and will definitely be continued. Accordingly, students will be awarded up to 5 additional points toward their grade for their efforts in completing the survey.	adjustment proved problematic for most students, as attendance was not always consistent from week to week. As a result, this change was deemed to be unsuccessful, and not in the students' best interests. Thus, this process will be discontinued in future semesters. Here was a clear example of a change that had too many negative outcomes, and, thus, needed to be abandoned.	
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	Additional Hands-On time between the instructor and each student was provided at the Astronomical Observatory to guide/help each student on the Sky Journal Research Project and to answer any questions. Examples of excellent work from students in prior classes were also shown to current students so that they could have a better idea of how to successfully complete the project. It appears that each of these actions had a positive effect on the learning outcomes.	Students will be provided with added resources for identifying celestial objects with respect to this project. Additional maps for locating constellations and specific visible stars within them will be available. Handouts will also be distributed for finding planets and observing meteor showers.	Additional Hands-On time between the instructor and each student was provided at the Astronomical Observatory to guide/help each student on the Sky Journal Research Project and to answer any questions. Examples of excellent work from students in prior classes were also shown to current students so that they could have a better idea of how to successfully complete the project. It appears that each of these actions had a positive effect on the learning outcomes.	
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	SLO #3 had a mean score of 86% based upon a single Oral Presentation. This represented about the same overall average score from last semester.	Next semester the students' presentations for their astronomical research will be conducted over a span of two nights. This will allow greater flexibility in scheduling the speeches, while also providing the opportunity for longer presentations as well. Library Tutorials will continue with the addition of an actual graded Laboratory Exercise for the students to complete as part of the tutorial experience.	A Grading Rubric was utilized for the Oral Presentation Assignment. The Rubric was popular with the students as it gave them a clearer idea of the scoring criteria for the assignment, and also allowed the Oral Presentation Assignment to be graded for students in a more timely fashion.	
				SLO #3 had a mean score of 87% based upon a single Oral Presentation. This represented an increase over the average score from last semester.	Last semester a Grading Rubric was created and implemented for the Oral Presentation Assignment. The Grading Rubric was	Students were required to create and utilize a Visual Aid in order to enhance their Oral Presentations. The choice of Visual Aid varied among the students, but consisted of posters, handouts,	

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				SLO #3 had a mean score of 87% based upon a single Oral Presentation. This represented an increase over the average score from last semester.	popular with the students as it gave them a clearer idea of the grading criteria for the assignment, and also allowed the Oral Presentation Assignment to be graded for students in a more timely fashion. Due to its overwhelming success, this Grading Rubric will now become a permanent part of the Oral Presentation Assignment.	brochures, and PowerPoint presentations. This addition not only enhanced and highlighted the Content of the student speeches, but also added Originality and Creativity to them as well.	
	ATHL 1	SLO #1 (Wright)	Students will learn and demonstrate underlying fundamentals and rules related to collegiate basketball.	SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students knew the rules at a 98% rate.	Greater emphasis on discussion of the rules than drilling and application.		
		SLO #2 (Wright)	Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and regular season games.	SLO #2 is based on class/practice and game activities. Students must demonstrate the ability to execute basic, intermediate and advanced basketball drills. As well as the ability to work with others to accomplish a common goal.	No changes at this time.		
		SLO #3 (Wright)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level appropriate for junior college basketball.	SLO #3 was evaluated by observing students participate and analyzing statistics. All students demonstrated at minimum the basic skills necessary and were able to compete.	No changes at this time		
	ATHL 2	SLO #1 (Woods/Johnson)	Student will learn and demonstrate underlying fundamentals and rules related to basketball.	Student-athletes demonstrated the basic fundamentals and rules of basketball by practicing and playing in games..	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.	Season complete with good success rate and finished season with a record of 16-12	
		SLO #2 (Woods/Johnson)	Students will learn the value of hard work, integrity, honor,	Completed process for the student-athlete on team cohesiveness, conditioning,	Integrity, compliance, tutoring and counseling for	Complete process during the season as the push-ups/sit-ups was raised by 5.	

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		Johnson)	teamwork, dedication, sacrifice and sportsmanship to be exhibited during practice and traditional game play.	integrity and compliance with school code of ethics with a good success rate of 100%	the student-athletes with issues in any of these areas. Continue to increase our workout plan during the off season for returning players, for better pedagogy starting in the fall of 2016.	Student-athletes completed the process of sit-ups from 30-35 and push-ups from 25-30. Also, the one-mile run was completed under 7:30 from 8:00 minutes the start of the season.	
		SLO #3 (Woods/Johnson)	Students will learn and demonstrate basic, leading up to advanced motor skills necessary to compete effectively at the intercollegiate level.	Evaluated by scouting opponents, watching practice/game film, playing in games and analyzing statistics. By doing this gave us a winning season with the record of 16-12.	The student-athlete will have motor skills to matriculate to the four-year university. Two student-athletes will matriculate to a four-year university and one of them on a basketball scholarship.	Completed process for student-athletes of having the motor skills in the classroom and on the basketball court.	
ATHL 20	SLO #1A	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to weight train properly to improve athletic performance.	SLO #1 was based on a demonstration of the basic fundamentals skills required to weight train properly and effectively. 90% of the students showed a marked improvement in both strength and performance as demonstrated by the pre and post strength, speed and performance tests.	Greater emphasis on discussion of the rules than drilling and application.			
	SLO #2A	Students will learn how to correctly execute required strength, agility and conditioning exercises, as well as learning to use the equipment/facilities safely.	SLO #2 was taught to mastery. All students were required to demonstrate their ability to perform the strength, agility and conditioning exercises properly before being allowed to continue with the class.	No changes at this time			
	SLO #3A (Davis)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	Students were given a choice of eating junk food for 10 days, eating healthy for 10days and / or eating vegetarian for 10 days. They kept a daily journal accessing how they felt during their workouts and how they felt in general during this time period. As expected, the better they ate, the more energy they had and the better they felt.	No changes at this time			
ATHL 21	SLO #1 (Smith)	Students will learn and demonstrate the fundamentals of basketball	SLO 1 is based on the demonstration of basketball fundamentals. The average score was a 95%. The rate of retention was a 98%.	Nothing		Students have a better understanding of the following: reverse pivot/forward pivot, a jab step, as well as a rip through.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Smith)	Students will demonstrate the basic knowledge of rules as well as changes	SLO 2 is based on the rule changes made to the women's basketball game. The average score as well as the retention rate was 99%.	Nothing	Students have a better understanding of the following: the game is now four 10 minute quarters instead of two 20 minute halves. Also students were made aware of the 10 second back court violation.	
		SLO #3 (Smith)	Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice, non-traditional, and season game play.	SLO 3 is based is based on practice and season ending statistics for the team as well the individuals.	Nothing	Student-athlete showed improvement in the following area: Rebounding, blocked shots, as well as free-throw shooting percentage. The proper technique as well as work ethic was emphasized during instruction.	
	ATHL 25	SLO #1	Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport.	Data was visual. Next semester will give a short quiz on information.	Changes will be made to give more evidence outside of visual evidence.	N/A First year teaching this class. Quiz next year.	
		SLO #2	Affective: Students will learn the value of hard work, integrity, honor, teamwork, and sportsmanship to be exhibited during practice and non-traditional game play.	Many of the players do not perform at the necessary level.	I need to recruit different players who will meet the standards to compete at the level I expect.	N/A. Results will not necessarily be shown this year. Next year will have a different group of girls.	
	ATHL 3	SLO #2 -	Affective: Students will display integrity, honor, teamwork, fair play, and sportsmanship during practice and intercollegiate play.	24 of 24students 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 baserunning techniques.	24 of 24 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	24 of 24 students met the goals of this SLO	No changes needed		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO 1	the game as disseminated by the CCCAA. The understanding of the underlying knowledge, concepts, and theories associated with the sport which may include: offensive, defensive, and baserunning strategies.	24 of 24 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 tests.	Greater emphasis on discussion of the rules than drilling and application.		
		SLO #1 (1.1)	Demonstrate knowledge and ability with the expectation to exceed normal cardiovascular fitness, muscular strength, endurance and flexibility.	6/6 = 100% of students were successful with this assessment by achieving a "C" or higher.	Continue course with same or similar program with continued emphasis that flexibility is crucial to the overall program.	No significant changes made from previous course. An emphasis was placed on flexibility and additional time has been allotted for this segment of the program. Cardiovascular workouts completed on indoor track in new wellness center, as opposed to treadmill workouts.	
		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.	The first testing day showed an average of a one-rep max of 225 pounds for squat, 145 pounds for power clean, and 250 pounds for dead lift. At the nine week mark, max strength increased to 350 pounds for squat, 175 for power clean, and 350 for dead lift. At the eighteen week mark, the class had the average increased to 385 pounds for squat, 200 pounds for power clean, and 425 for dead lift. This an average increase of 160 pounds in squat, 55 pounds in power clean, and 175 pounds in dead lift.	I plan to increase more PiYo workouts, and add even more hip mobility exercises as well as adjust our dynamic stretching routine that creates more flexibility, explosion, and strength in the muscles.	Changes made were adding PiYo (Pilates's and Yoga combination), as well as hip mobility exercises. I feel these two additions made a big help in players strength development, flexibility, and athleticism.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Walker)	<p>Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p> <p>3. Psychomotor: Students will learn and demonstrate competency and improvement in fitness related components specific to sport including: cardiovascular, efficiency, muscular strength, muscular endurance, flexibility, and body composition. Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative.</p>	<p>The first testing day showed an average of a one-rep max of 225 pounds for squat, 145 pounds for power clean, and 250 pounds for dead lift. At the nine week mark, max strength increased to 350 pounds for squat, 175 for power clean, and 350 for dead lift. At the eighteen week mark, the class had the average increased to 385 pounds for squat, 200 pounds for power clean, and 425 for dead lift.</p> <p>This an average increase of 160 pounds in squat, 55 pounds in power clean, and 175 pounds in dead lift.</p>	<p>I plan to increase more PiYo workouts, and add even more hip mobility exercises as well as adjust our dynamic stretching routine that creates more flexibility, explosion, and strength in the muscles.</p>	<p>Changes made were adding PiYo (Pilates's and Yoga combination), as well as hip mobility exercises. I feel these two additions made a big help in players strength development, flexibility, and athleticism.</p>	
		SLO #2 (1)	<p>Students will learn how to correctly execute required strength, agility and conditioning exercises, as well as learning to use the equipment/facilities safely.</p>	<p>SLO #2 was taught to mastery. All students were required to demonstrate their ability to perform the strength, agility and conditioning exercises properly before being allowed to continue with the class.</p>	<p>No changes at this time</p>		
		SLO #2 (2.2)	<p>Identify and improve weaknesses related to sport specific movements.</p>	<p>6/6 = 100% of students were successful with this assessment by achieving a "C" or higher.</p>	<p>Continue course with same or similar program with emphasis that muscle structure strength and flexibility of the legs must be focused on.</p>	<p>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</p>	
		SLO #3 (1)	<p>Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.</p>	<p>Students were given a choice of eating junk food for 10 days, eating healthy for 10days and / or eating vegetarian for 10 days. They kept a daily journal accessing how they felt during their workouts and</p>	<p>No changes at this time</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (1)	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	how they felt in general during this time period. As expected, the better they ate, the more energy they had and the better they felt.	No changes at this time		
		SLO #3 (3.3)	Demonstrate applications of muscular strength, endurance, flexibility and cardiovascular fitness to injury reduction.	6/6 = 100% of students were successful with this assessment by achieving a "C" or higher.	Continue course with same or similar program with emphasis that muscle structure around the knee region be a focus in order to reduce likelihood of a future injury.	No significant changes made from previous course. An emphasis was placed on ensuring that the strengthening of the muscle structure around the knee is a focus of the student therefore working to reduce future injuries.	
	AUTO 51A	SLO #1B	Identify shop tools, shop equipment, their function and safe use of	Quiz #1: (19 Students) 12 @ 100%, 5 @ 95%, 2 @90%	None	No changes made from previous assessment.	
		SLO #2B	Identify vehicle components, systems and their functions	Quiz #2 through 19: (19 Students) 4 @ 100%, 3 @ 99%, 3 @ 98%, 2 @ 97%, 2 @ 96%, 1 @94 %, 1 @ 91%, 1 @ 88%, 1 @ 85 %, 1 @ 69 %. Final exam: (19 Students) 3 @ 100 %, 1 @ 99 %, 5 @ 98.5%, 1 @ 97.5 %, 2 @ 97 %, 2 @96 %, 1 @ 95 %, 2 @ 94 %, 1 @ 89 %, 1 @ 88 %.	None	Increased quizzes from 16 to 19.	
		SLO #3.1	Learn Maintenance and Service Procedures	"Safe Operation and Technical Skills." "Safe Operation" (19 Students) All Students @ 100%. "Technical Skills" (19 Students) 3 Students @ 100%, 11 Students @ 90%, 5 Students @ 80%.	None	No changes made from previous assessment.	
	AUTO 52	SLO #1A	Safely and responsibly use equipment to perform automotive repairs while minimizing impact on the environment	Written Quiz – 13/16 or 81% of the students successfully completed this assignment with a "C" or higher, 3/16 or 19% of the students failed. 16 Students tested Average score 81.3%	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 - 9\16 or 56% of the students were successful with this assignment with a "C" or higher, 7/16 or 44% of the students failed. 16 Students tested Average score 75.0%	Current assessment method meets industry standards and is effective in evaluating student competency. Some students seemed to have problems getting the textbook which may have been a factor in delayed completion of assignments.	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (A)	Explain circuit types, schematics, capacitance, magnetism, become familiar with ASE testing	Written Quiz - 9\16 or 56% of the students were successful with this assignment with a "C" or higher, 7/16 or 44% of the students failed. 16 Students tested Average score 75.0%	Students were provided several work arounds and still did not seem to take the initiative to get assignments turned in on time, affecting test scores.	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 - 10\16 or 62.5% of the students were successful with this assignment with a "C" or higher, 6/16 or 37.5% of the students failed. 16 Students tested Average score 72.9%.	Current assessment method meets industry standards and is effective in evaluating student competency. Laboratory time needs to be more focused on dedicated tasks related to electrical circuits. Students were very active in lab, but specific learning objectives were not completed in the process. There was greater emphasis on homework, but students still were just not motivated to get it done.	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 on the environment	Written Quiz – 14/17 or 82% of the students successfully completed this assignment with a "C" or higher. 3/17 or 18% of the students failed. 17 Students tested Average score 80.9%	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	Explain brake system components, repair procedures and become familiar with ASE testing	Written Quiz - 16\17 or 94% of the students were successful with this assignment with a "C" or higher. 1/17 or 6% of the students failed. 17 Students tested Average score 86.0%.	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 – 9/15 or 60% of the students were successful with this assignment with a "C" or higher, 6/15 or 40% of the students failed. 15 Students tested Average score 74.0%. 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.	Quiz 1: 100% success rate	Under review at this time	Began using new Safety assessment sheets requiring topical discussion 2x a semester also training for "first shooter" incidents.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Gain understanding of how engine performance relates to emission control and procedures used to repair these types of systems.	Midterm exam: 94.7% success rate with a 70% or higher; final exam: 73.7% success rate with 70% or higher. Overall class average: 82.9% with 1 students receiving a less than 70% grade.	Would like to make this an annual thing. Amazing opportunity for teaching, awesome experience.	STEM fieldtrip to NHRA/Army Winter Nationals at Pomona really got the students and teachers to engage in discussion and get "on the same page" for the beginning of the semester.	
		SLO #3 (Seever)	Lab: hands on & shop ethics via performance evaluations; become familiar with the A-6 and A-8 ASE certification exams.	ASE Questions: 100% success rate with a 70% or higher. Lab final: 100% success rate with a 70% or higher.	I feel the need to incorporate more lab tools relating to emissions testing as well as OBD II equipped vehicles to set faults and have the students diagnose/repair the system.	Spent more time with diagnostic tools and data results enabling the students to grasp collective concepts of this difficult subject matter. This worked out well.	
	AUTO 63	SLO #1	Identify Tools and Functions	Quiz 1: 100% success rate with a 70%. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	Military expressed an interest in developing initial Inspection skills. Added 609 certification.	
		SLO #2	Identify components and functions	Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Final: 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	Military expressed an interest in developing initial Inspection skills. Added 609 certification.	
		SLO #3	Become familiar with ASE testing and learn maintenance and service procedures	ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	Military expressed an interest in developing initial Inspection skills. Added 609 certification.	
	AUTO 64	SLO #1A	Identify tools and functions	Quiz 1: 100% success rate with a 70%. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes.	
		SLO #2	Identify Fuel Injection Components and Learn troubleshooting, Diagnosis, and Service Steps.	Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with 70% or higher. Review Questions: 100% success rate with 70% or higher. Final: 100% success rate with a 70% or higher.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.	No changes	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Complete several tasks in regards to different fuel systems w/ instructor's approval and evaluation. Become familiar with A-8 and T-2 testing recommendations and practice testing.	ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.		
	AUTO 65	SLO #1	Identify tools and their functions.	Quiz 1: 100% success rate with a 70%. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 83% success rate with a 70% or higher, 27% of students 60-69%.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.		
		SLO #1A	Introduce the student to the diesel engine, tools, and test equipment and shop safety procedures necessary for diesel truck starting, charging and electrical systems.	The data shows that 100% of the class successfully completed this objective with a letter grade of "C" or better. The class average was an 86%.	The data indicates the objective is being met successfully.	No changes were made.	
		SLO #2	Identify electrical troubleshooting procedures and diagnosis steps.	Quiz 4:100% success rate with a 70% or higher. Quiz 5: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with 70% or higher. Review Questions: 100% success rate with 70% or higher. Final: 83% success rate with a 70% or higher, 27% of students 60-69%.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool.		
		SLO #2A	Provide the students with a working knowledge of the diesel truck systems requiring service to include starting, charging and other electrical related systems for troubleshooting and repair.	The data shows that 955 of the students completed this assessment with a letter grade of "C" or better. The class average was 87.5% for this objective. The student that received an "F" for this objective was a result of non-participation due to attendance.	The above data indicates that continued support with acquiring more modern training simulators and/or vehicles will result in greater student success. The improved attendance, performance and enthusiasm of the students during the hands on and lab lessons with the training equipment proved invaluable.	The changes from previous assessments was due to the acquisition of specialized training aids that allowed for more hands on assessment as opposed to previous methods that limited the assessment to traditional written quizzes and exams. The data shows a nearly 7% overall increase in grade improvement.	
		SLO #3	Recognize electricity's natural processes and science. Become familiar with AT-6 and T-7 testing recommendations and	ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.	I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in		

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		SLO #3	practice testing.	ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 100% success rate on Lab Final. 100% success rate on presentations.	the motorpool.		
		SLO #3A	Prepare the student for a successful career in the diesel service and repair industry by examining the many career opportunities available and requirements necessary to enter the field including preparation for the successful completion of the ASE testing certification.	The data shows that 90% of the class met this objective with a letter grade of a "C" or better. The overall class average for this assessment was a 79.4%. One student did not take the final and one student received an "F" resulting in a class average below a "B".	The data indicates that additional attention will be necessary for written examinations. Based on the performance of the students in this class, it is a similar trend that they typically perform better in lab situations and need additional preparation for traditional assessment methods.	There were no changes made from previous classes.	
	AUTO 67	SLO #1	Identify tools and their functions	Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate with a 70% or higher. Final: 88% success rate with a 70% or higher, 22% 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.		
		SLO #2	Identify components and functions in regards to diesel auxiliary systems and learn troubleshooting, diagnosis, and service procedures.	Quiz 4: 100% success rate with a 70% or higher. Quiz 5: 100% Success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Chapter Review: 100% Success rate with a 70% or higher. Final: 88% success rate with a 70% or higher, 22% scored 60- 69%.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.	
		SLO #3	Complete several tasks in regards to Auxiliary systems w/ Instructor's approval and evaluation. Become familiar with T-2 & T-3 ASE testing recommendations and practice testing.	ASE Quizzes: 100% success rate with a 70% or higher. Workbook Assignments: 100% success rate with a 70% or higher. Lab Final: 100% success rate with a 70% or higher. Oral Presentation: 100% success rate with a 70% or higher.	Next semester we plan on having a designated bay strictly for this class which will give us the room for hands-on training.	I was able to incorporate more lab due to the tools Chief Donnelly provided.	
	BADM 1	SLO #1	Understand the elements of contractual obligations and how to recognize these requirements.	Spring 2016: 90% 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	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	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.	

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	BADM 1	SLO #1	Understand the elements of contractual obligations and how to recognize these requirements.	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 10% either neglected to complete both their Mid-Term and their final or one of them, making their grades suffer tremendously.	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 #1 (Pasley)	Understanding of constitution and its applicability to business transactions.	76% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicates that a majority of the students are benefiting from the learning strategies presented. I will not make changes until after the next time I teach the course.	There are no changes since this is the first time I presented the course.	
		SLO #2	Recognize key regulatory agencies responsible for enforcing contracts and property rights.	Spring 2016: 98% of the class turned in both of their papers for this course and did them in the correct format (MLA or APA). They exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge of both "tort law" as well as the knowledge of contracts. The remaining 2% neglected to turn in either one or both of their essays.	The above data indicates that 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 #2 (Pasley)	Applicability of "tort" law and its relevance to commercial transactions.	77% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicates that a majority of the students are benefiting from the learning strategies presented. I will not make changes until after the next time I teach the course.	There are no changes since this is the first time I presented the course.	
		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 2016-90% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do	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	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		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.	with each scenario. The remaining 10 % neglected to submit the discussion questions in weekly which really hurt their grade.	everyday life.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.	
		SLO #3 (Pasley)	Knowledge of "contract" formulation and design	80% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicates that a majority of the students are benefiting from the learning strategies presented. I will not make changes until after the next time I teach the course.	There are no changes since this is the first time I presented the course.	
BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	Of the 41 students that completed the class, 33 did so with a passing grade of C or better. The 8 that failed the class simply quit participating. Of those who completed the course, it was evident that most of the students were utilizing their text and online resources. What this report needs to point out is that there were initially 49 students enrolled in the class and there were 4 ADDs, bringing the opening total to 53. Of those 53 students enrolled, 4 students were dropped for failing to submit their syllabus acknowledgement, 6 students were dropped from the class due to non-participation / excessive absences and 2 were student drops. This shows that 22.6% 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.	Working on modifying class material to incorporate more of this SLO.	The BCC Discussion Board Grading Rubric was partially utilized during this class. Trying to get students familiar with the grading and proper posting requirements.		
				<p>Sidebar Note / Observation: What is disturbing is the growing number of students (5 in this class / 9.4%) that participated just enough so they could not be dropped for non-participation and then</p>			

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	BADM 19	SLO #1	Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix.	completely quit participating once they knew the last census had closed and they could no longer be dropped from the class. These students are playing the system for most likely the financial aid. Sad trend.	Working on modifying class material to incorporate more of this SLO.	The BCC Discussion Board Grading Rubric was partially utilized during this class. Trying to get students familiar with the grading and proper posting requirements.	
		SLO #2	Design pricing schedules and advertisement campaigns utilized in sales promotions.	See SLO 1 Summary	Working on modifying class material to incorporate more of this SLO.	See SLO 1	
		SLO #3	Creation of a marketing plan intended for both class project assessment and applicability as a tool in financing small business venture.	See SLO 1 Summary	No plans are in place to make any changes to this SLO at this time.	None at this time	
	BADM 2	SLO #1 (Ulibarri)	Understanding of wills and estate planning, differentiate between various types of property and know remedies associated with violations of property rights.	Spring 2016: 80% of the class turned in both of their papers for this course and did them in the correct format (MLA or APA). They exemplified that they understood the context of the course material that we reviewed and that they were gaining knowledge of both "tort law" as well as the knowledge of contracts. The remaining 20% neglected to turn in either one or both of their essays.	The above data indicates that although nine weeks is very quick to learn Business Law 2 with the amount of information to review, if the students set their minds to it, they will definitely succeed. The data also represents that when the students do not read thoroughly through their syllabus and assignments that they are going to miss things that have quite a bit of points.	I kept the course the same as in my previous semester that I taught this course and this semester seemed to go very smooth. The students had great reviews of what they learned in the course and seemed to really like the way the course was set-up.	
		SLO #2 (Ulibarri)	Understand the law governing employment contracts both at the state and federal level. Understand the methodology employed as a means of both protecting the environment and assuring optimum level of commercial production.	Spring 2016: 100% of the class turned in both their Mid-Term as well as their Final Exam. They were both open note/closed book, but the students still exemplified that they 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, except due to some advice from other professors I decided to make the Mid-Term and Final exam open (2 page note) and closed book. The students seem to understand the material and they are able to take what they are learning in this course with them in the future.	
		SLO #3 (Ulibarri)	Determine what situations that we deal with in the everyday world need to be	Spring 2016-90% of the students were successful in getting their discussion questions into me in a timely matter, with	I have had much success with my discussions in this course. Students really	There were no changes made to this assignment from the time it was previously taught. The rubric is still	

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		SLO #3 (Ulibarri)	dealt with legally or if they are out of the legal system and need to be handled in a different manner. Understand the regulations involving the establishment of partnerships, corporations, limited liability partnerships, S Corps in conjunction with the responsibilities of officers and directors to their shareholders.	the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 10% neglected to submit the discussion questions thoroughly weekly, which I reminded them constantly, which really hurt their grade.	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.	encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.	
BADM 5		SLO #1A (Green)	Demonstrate an understanding of business principles (marketing, finance, management, accounting and Information Technology) by integrating the functional knowledge, through critical thinking and problem solving skills, in order to identify and address business problems.	78% of students completed both essay assignments. The two page essay assignments served to identify and address issues that students will be subjected to in the workforce and asked them to use what they learned from the text to understand, identify and solve the issues.	More students completed Essay 1 than Essay 2 so essay 2 assignment will be revised for next semester in order to promote a higher completion rate. It's possible, however, students calculate points and know that the essay points are not necessary to pass the class if all other work is completed.	Previous SLO 1: Identify how business principles (marketing, finance, management, accounting, Information Technology) function in facilitating commerce throughout private, mixed, and command economies. Essay assignments more appropriately exhibit SLO focus.	
		SLO #2A (Green)	Demonstrate ability to analyze and interpret business data and to improve business performance.	On average, 88% of students participated and completed the discussion questions. Students were asked to choose a company that interests them and continue to use that same company throughout the class discussions in order to put what they learn from the chapters into use. Through feedback, students expressed this method as a more effective learning experience because of the real world company information.	The updated SLO provided students the opportunity to research real company data rather than focus on business theories without examples.	Previous SLO 2: Describe the roles of regulatory agencies (SEC, FTC, Federal Reserve Bank) important to the enforcement of commercial law and property rights. Updating the SLO for this semester made it more appropriate for an introductory business class.	
		SLO #3A (Green)	Demonstrate knowledge of today's domestic and global environment (legal, regulatory, political, cultural and economic)	3 students did not complete all 5 quizzes but these are the same students that stopped participating.	The revised SLO encompasses a broader perspective in order to develop a better rounded education on both domestic and global scales in their entirety. No changes necessary for next semester.	Previous SLO 3: Understand the importance of global commerce as negotiated through trade agreements and enforced through international law. The revised SLO is less specific and doesn't primarily focus on particular chapters of the text.	

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	BADM 51	SLO #1	The student will be able to perform basic arithmetic calculations as applied to business situations.	40262 -- 28 students -- 88% successful 3 students did not try to improve scores. Emphasis on quiz correction had no effect? 42 students began the class.	No changes proposed.		
				CRN 40261 (18 students) Average 91%. 2 students did not try to improve scores.	No changes proposed.	More emphasis put on test correction opportunity.	
				Section 20008: 41 students scored 91% average. Average of 4 per quiz did not take advantage of opportunity to improve scores.	More emphasis to be put on test correction opportunity.	No change. Made 90% success last class.	
		SLO #1 (Pasley)	Demonstrate a proficiency in the application of fundamental business formulas necessary in commercial transactions	71% of the students enrolled in the course completed the final exam with an 87% or better.	The above data indicates that the teaching strategy presented this semester worked for this group of students. There are; however, changes that I will make when the course is offered in the fall of 2016. I believe the changes I make will provide more opportunities for my students to be successful achieving this learning outcome.	This is my first time teaching this course.	
		SLO #2	The student will be able to compute discounts, markups and markdowns.	40262 -- 28 students -- 77% Students do not take advantage of chance to improve scores?	No change proposed.	Continue to put emphasis on "learning from mistakes".	
				CRN 40261 (18 students) Average 77%. Average of 6 per quiz did not try to improve scores. Including 3 who appear to have quit working at this point despite emails saying they would continue in the class.	No changes proposed.	More emphasis was made on test correction which had little effect.	
		SLO #2 (Pasley)	Construct budgets and complex financial statements	57% of the students enrolled completed the project at 60% or better.	Based on the results in #9 above, the teaching strategy used was not effective. I will spend the summer searching for different ways to present this material and revise my presentation of the project.	This is my first semester teaching this course.	
		SLO #3	The student will be able to	40202 - 28 students - 60% - 7 students did	Will concentrate on		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	compute payroll and deductions.	not complete the quiz and 4 did not try to improve their scores. CRN 40261 (i8 students) 75% success. Fewer students makes the success rate appear better than it really is 66% last class.	informing students of the help available. No changes proposed.		More emphasis placed on test correction had little impact on those students who fail to complete the work.
		SLO #3 (Pasley)	Demonstrate a working knowledge of transactions impacting debt and equity markets.	75% of the students enrolled in the class were able to respond at 70% or better.	The data indicates that my teaching strategy is working. My goal is to make improvements such as adding group work, out-of-class case studies and projects.		This is my first semester teaching this course.
		SLO #4 (Pasley)	Perform basic, intermediate and advanced calculations derived from information highlighted in financial statements.	0% of the students were able to reach this learning outcome.	The data indicates that the changes must be made to ensure that students are able to progress to the capstone project. Since this was my first semester teaching this course, I realize that I must adjust the time schedule for presenting material to ensure that all outcomes are met. Next semester I will revise my syllabus and do everything in my power to stick to it. However, not at the cost of student success.		This is my first semester teaching this course.
	BADM 6	SLO #1	Create both memorandums and written/oral reports essential for effective office communications.	81% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicates that this cohort of students did not perform as successfully as the previous one on this SLO. I plan to review the quiz results leading to the midterm to attempt to determine where the breakdown may have occurred. After doing so, I will revise the quizzes.		There were no changes made to the course since it was my second time teaching the course.
		SLO #2	Develop public speaking skills important when communicating in both the	92% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicates that the vast majority of the students were able to		There were no changes made to the course since it was my second time teaching the course.

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	domestic and global sphere.	92% of the students enrolled completed the assignment related to this SLO at 70% or better.	express in writing the concepts in this SLO. I will not make any changes at this time and review the results after the next presentation of the course.	There were no changes made to the course since it was my second time teaching the course.	
		SLO #3	Demonstrate knowledge of grammar and sentence structure important to all levels of communication.	69% of the students enrolled completed the assignment related to this SLO at 70% or better.	Although the goal was not met, the percentage of successful students increased by 21%. I believe this improvement occurred because the midterm was changed to a proctored exam and the final was not proctored this time. Doing so seems to have helped students with demonstrating their grammar skills. I will repeat this strategy the next time I present the class and see what happens.	There were no changes made to the course since it was my second time teaching the course.	
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.	75% (or 25 of the students in the class) of the students in the class met the target, exceeding the 70% target. The target was that 70% of the students participate in the discussion and demonstrate that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge. In this discussion students were analyzing the policy of paying less-developed countries to preserve their forests, as deforestation speeds climate change.	The data suggests that pre-selecting a week's discussion board to evaluate makes the collection and analysis of data a smoother process. I think that evaluating the data from an earlier week might help me to catch more students before they fail or leave.	I selected a specific week's discussion board to evaluate this time, which makes assessing the data much more streamlined.	
		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	The average score on the midterm was a 68%, lower than the targeted 75% average. I have given this midterm before and typically have class scores average between 75-80%.	Next time, I will emphasize that to review for the midterm, students need to answer the end of chapter questions (currently not a graded assignment). I may add practice quizzes to help students practice taking tests in a timed, online environment. I	I had made no changes from the previous assessment since the questions come from the end of each chapter in the book and previous classes have been fine on the midterm.	

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		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	The average score on the midterm was a 68%, lower than the targeted 75% average. I have given this midterm before and typically have class scores average between 75-80%.	know of at least one student who did not understand the directions of taking the test in one sitting (no logging in and out as she did) and therefore failed the midterm. In the future, giving students practice quizzes may help prevent that type of error and allow students to experience online testing in a lower stakes environment.	I had made no changes from the previous assessment since the questions come from the end of each chapter in the book and previous classes have been fine on the midterm.	
		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.	28/35 students submitted satisfactory final presentations, however, many had difficulty uploading the presentation.	Next semester I plan on changing the presentation format to Prezi presentations, which are hosted on a website so that all the student has to do is upload the unique web address/link that is created when they create their Prezi. This will have the added benefit of students getting to play with a fun presentation tool that will be of use to many in their professional lives.	No changes were made from the previous assessment as the target had been met.	
BIOL 10		SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	"Scientific method" free response questions. All 4 students were present in class and accomplished the assignment, 100% received grades "C" or better.	This assessment was given to students after the lecture to check their comprehension of the material. The results indicate that students understood the material. It also encouraged students to write their responses rather than chose between already given answers. The assignment was also given after only the second lecture of the course. It	The previous time I only taught the second part of the class. The other teacher used the scientific article assignment for the SLO # 1, that was done at home. The assignment I used was in class work.	

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	BIOL 10	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	<p>“Scientific method” free response questions. All 4 students were present in class and accomplished the assignment, 100% received grades “C” or better.</p> <p>64% of the students met the target; the target was missed due to chronic absences. The students who were present hit the target at 90% or better after completing the assignment and reading under discussion. The target was that 70% of the students participate in the discussion and demonstrate that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge.</p>	<p>was very important for me to assess the level of understanding of the material presented during the lecture. I like the assessment and plan to use it again next time.</p> <p>The data suggests that having a larger starting class size makes a big difference! I am not sure that there was much I could have done to prevent the loss of students in class given they mostly had medical issues that impacted their attendance. Only one asked for an incomplete, which I readily agreed to, but he did not complete that paperwork. Incompletes are not a policy I want to implement on a routine basis.</p>	<p>The previous time I only taught the second part of the class. The other teacher used the scientific article assignment for the SLO # 1, that was done at home. The assignment I used was in class work.</p> <p>This was Zombie Biology and was not previously taught in this format.</p>	
				<p>First Research Paper: 3 Exceeded target, 8 met target, 1 did not meet target, 3 did not do the assignment.</p> <p>Second Research Paper: 2 Exceeded target, 9 met target, 1 did not meet target, 1 did not do assignment.</p>	<p>Despite availability of syllabus on line, it appears that not a single student went back and read the syllabus/instructions prior to conducting their research. They apparently relied entirely on their memory as to what was required in the assignment (as gone over in class) as not one student turned in the requested grading rubric with their paper. I decided to not mark them down on not using correct format (I requested APA,</p>	<p>Not applicable</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>First Research Paper: 3 Exceeded target, 8 met target, 1 did not meet target, 3 did not do the assignment.</p> <p>Second Research Paper: 2 Exceeded target, 9 met target, 1 did not meet target, 1 did not do assignment.</p>	<p>but would have accepted MLA), as only 3 students followed either APA or MLA format. I decided I need to speak to English dept. as to what format(s), if any, I should expect BCC students to be educated in. Alternatively, I may need to provide an example of a correctly formatted paper/APA works cited paper for future courses. A number of students also chose not to go back and reread/edit their papers prior to submission. I will emphasize the importance of this in the future. Content wise, students who either exceeded or met target/expectations (73% first paper; 84% second paper) satisfactorily met the SLO. Students who did not meet target/expectations (27% first paper, 16% second paper) were missing one or more required components or did not do assignment.</p>	Not applicable	

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.	N=13 Median=81% Mode=98% (note: 1 student did not come in for examination; not averaged into results) Students were given 48 multiple choice and 2 short essay questions on final exam. Questions were primarily of a conceptual nature based on broad ideas taught over the term.	One of my goals for biology 10 was for students to leave with a broad understanding of biology, be exposed to all required concepts, and to be able to demonstrate content knowledge at the end of the term with a 70% or better on final exam.	Not applicable
			I selected from the test bank or developed 2 broad/conceptual	

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		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	N=13 Median=81% Mode=98% (note: 1 student did not come in for examination; not averaged into results) Students were given 48 multiple choice and 2 short essay questions on final exam. Questions were primarily of a conceptual nature based on broad ideas taught over the term.	questions per chapter/topic covered in the course. Questions that students missed were random across the board. There was no one question that stood out in the data as being missed more than the others; which probably represents the diversity of understanding/learning by the students. Based on noted student abilities, final scores, and positive student responses regarding material tested (e.g. question type, content) I intend to use/create the same type of final next term.	Not applicable	
				Out of 4 students that I had in class 1 student did not come to the exam because of a military related reason, and chose to drop this exam as his lowest score. Of the 3 students who took the final exam, 3 students, or 100% received grades "C" and higher.	The data indicates that students were very successful with the exam, and because they had less material they needed to review for the exam, they learned and memorized the material better. I am planning to use the same assignment next time.	This time I continued to use 4 unit exams instead of midterm and final. Because more exams were given, each of them covered less material. This way students were not stressed out about a large amount of information they would need to prepare to succeed during the test. I also included some vocabulary questions into the test. The vocabulary were given to the students before each unit to allow plenty of time for preparation and learning. This approach showed good results. Students comprehended the material better when the whole course was divided into 4 related units.	
				Students exhibited solid levels of biological understanding and good test taking skills with Quiz 2. The average score was 15/20. The vast majority exhibited good test taking skills when completing an objective exam.	I will include more guided reading questions when we offer Monster Biology as I believe that these handouts helped the students focus on their reading.	N/A, Zombie Biology was not taught before	
		SLO #3	By the end of the course, the	My goal was to determine if students	The above data indicates	Not applicable	

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		SLO #3	successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	<p>could apply what they have learned in class about the properties of water, diffusion/osmosis, electrolytes, chemical bonding, homeostasis, and urinary system to a new situation.</p> <p>N=15 9 students exceeded target 5 students met target 1 student did not meet target</p> <p>93% of students met or exceeded target; showing understanding of key concepts and able to apply concepts taught in the course to a new situation. 7% (1 student) showed little to no understanding of either the question asked or the content.</p>	<p>that students were able to take concepts taught in class, integrate them and apply them to a new situation. I will continue to access students understanding of content by creating/assigning open-ended questions that elicit students to explain using scientific terms and concepts taught in the course. I am able to gauge better what, if any, misconceptions students have, ascertain student mastery of the topics, and to remediate as needed with these types of questions.</p>	Not applicable	
				Out of 4 students in class, all 4 or 100% of the students successfully completed this assignment with a "C" or higher grade.	Students wrote the research paper about human disease according to the rubric that was provided to them ahead of time. Seems that students enjoyed the assignment and followed the rubric precisely. Some students chose a topic that was closely related to them or other members of their families. That made the assignment personal and very relevant. I am planning to use the same assignment next time.	Last time I used "Nervous System" POGIL assignment for the SLO#3. This time instead of concentrating on the specific organ system I gave students the chance to learn extra information about topics of their own choice, making sure they still were the part of the curriculum. Students chose to present research about some disorders and diseases that were more closely related to either their families, or their own areas of interest. Making the assignment relative to students everyday lives helped to increase their interest and understanding.	
				Students presented information on preparing for various disease outbreaks. The information presented represented the evaluation of biological data, drawing reasonable conclusions, and recognizing the application to community problems (preparing for the Zombie Apocalypse or other disaster). While the students hit the	I will have more in-class practice time to help students better understand the scientific content they are reading and rely less on homework assignments. This will then shift the in-class lecture materials to	N/A, Zombie Biology was a new topic.	

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				target of 70% doing 70% or better, it was just barely there—indicating to me that the science students were reading needs to have more scaffolding so they don't get lost.	outside the classroom, but I feel students are more likely to be successful with reading through lecture materials than journal articles on their own.	N/A, Zombie Biology was a new topic.	
	BIOL 10L	SLO #1	By the end of the course, the successful student will be able to know or demonstrate in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	N=16 81 % met or exceeded target (n=13) 19% did not meet target (n=3) Students were asked to take what we had learned in our case study on “The evolution of human skin color” and answer several analysis essay questions on the topic. 81% satisfactorily answered the essay questions demonstrating their understanding of the evolution of human skin color. These students were able to discuss the topic in terms of natural selection, whether it was cancer driving the evolution of skin color or some other factor. The three students who did not meet target: two individuals turned in the lab, but did not attempt the questions, one student did not turn in the lab.	Students learn and retain best when given a hook and motivation to solve a real-world problem. The hook was “does skin cancer drive the evolution of human skin color”. Students had to research and discuss the possibility. Through inquiry and discovery students discovered that cancer was not the mechanism driving the evolution of skin color. Students orally discussed their findings among group members and then with others in the class. Finally, when students appeared to have a firm grasp of natural selection and survival of the fittest, they were assigned 5 short essay questions to further explore their understanding and create lasting memory. I would most definitely use this case study in future course providing additional time for further discussion (3 hours was tight).	Not applicable	
		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.	My goal for the lab practicum was for majority of students to pass with a 70% or better. N=18 72% of the class (n=13) met or exceeded target of 70% or better. 28% of the class (n=5) did not meet the	This was the first time many of these students were exposed to this type of testing situation (lab practicum). The majority of the students commented that they	Not applicable	

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		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	target of 70 or better.	thought it was a good opportunity to see how much they remembered. A couple thought it was stressful at first, but said they had plenty of time to gather their thoughts and were relieved they were able to visit the stations a second time. Interestingly, I had not thought much about the pedagogy behind this type of testing until I got to this question. I think it is a useful tool as a summative assessment of student learning in the laboratory. However, interestingly I could find little to nothing in scientific data that discusses this as a pedagogy. I did find scientific data that supports project-based lab practicum; which is something I may have to consider as an alternative in the future. For lab examinations based on recognizing structures and functions, I will most likely continue to use lab practicum's as a method of authentically assessing students learning on actual specimens and models rather than trying to have them transfer that knowledge to paper/drawn models.	Not applicable	
		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,	N=18 72% (n=13) exceeded target 17% (n=3) met target 11% (n=2) did not meet target	Application of content to a real-life scenario is imperative to helping students understand and remember content. Real-	Not applicable	

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		SLO #3	recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	89% met or exceeded target. Students were able to take what was taught/learned in the coursework from previous lab exercises and apply it to a new, but related, scenario. The majority of the students satisfactorily chose the correct biological/chemical test to test samples, analyzed their results correctly, and justified their hypothesis/claim.	life problems provide the hook and motivation for students to learn the material as evidenced by their lab experience, write up and a subsequent examination questions based on this lab scenario. My goal was that this would be an authentic examination in which students would be able to demonstrate whether they had effectively learned the material and could transfer it to practice. Based on the results of this laboratory experience, I modeled several subsequent labs after this and would like to add a couple more in the future. Note: Students who were unsuccessful in meeting target had either missed previous coursework/lab and/or did not do the preparation necessary to be successful (All related materials/podcasts were available on course website).	Not applicable	
	BIOL 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality.	22 students completed the assignment. 20/22 or 92% of students completed the assignment. 1 or 4% of students who completed the assignment received a B, and 1 student or 4% received a C. Overall the quiz score earned was 76%. Students are passing the quizzes.	Alter questions so that they relate to current events. Students are engaged in the class. Quizzes with less than 76% rating will be rewritten to ensure there are no invalid questions.	Posted links with examples on how to format. Students were asked to more closely study the instructor lectures.	
				Students completed weekly online discussion threads that covered key principles, concepts, theories and	Student success was 75% for SLO 1. No immediate changes are planned. Of	I continued to drop students for missed assignments through the last census date. Several students often meet the	

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				<p>generalizations related to human sexuality. Most students achieved success, 24 of 32 or 75%. Most students wrote well-constructed paragraphs. Nine students were not successful.</p>	<p>the twenty students that turned in all assignments, nineteen were successful or 95%.</p>	<p>first census date requirements and then do not submit additional assignments.</p>	
				<p>Regarding the four students that earned a D:</p>			
				<p>Student one missed one discussion assignment yet averaged 74% on the other discussions and was successful on SLO 1. However, she averaged 54% on the quizzes, scored a 48% on the midterm exam and a 54% on the final exam. Student two missed three discussion assignments and one quiz assignment. Student three was successful on SLO 1 with an average of 83% on the discussion assignments. However, she missed two quizzes. Student four was the only one of the four that completed all assignments and earned an average of 82% on the discussion assignments. While she was successful on SLO 1, her exam scores were low; her average quiz score was 57%, midterm was a 54% and the final exam score was 57%.</p>			
				<p>Regarding the eight students that earned an F:</p>			
				<p>Student one missed four discussion assignments, two quizzes, and failed to take the final exam. Student two missed four discussion assignments, three quizzes, and failed to take the final exam. Student three missed two discussion assignments and failed to take the final exam. Student four missed four discussion assignments, three quizzes and scored a 25% on the final exam. Student five missed two discussion</p>			

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				<p>assignments, one quiz, and failed to take the midterm exam and the final exam. Student six missed four discussion assignments and failed to take the final exam. Student seven missed two discussion assignments and averaged a 49% on the quizzes, scored a 26% on the midterm exam and a 42% on the final exam. Student eight averaged a 72 % on the discussions and was successful for SLO 1. However, she also missed four quizzes, scored a 20% on the midterm exam and a 33% on the final exam.</p>	<p>Student success was 75% for SLO 1. No immediate changes are planned. Of the twenty students that turned in all assignments, nineteen were successful or 95%.</p>	<p>I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.</p>	
				<p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 68% or 13 of 19 Ss. Most students wrote well-constructed paragraphs. Six students were not successful. Two of the Ss earned a D and had very low test scores in 30-50% range across most exams and missed multiple assignments. The four Ss that earned an F missed multiple assignments and three of the four missed the final exam. Three of the four Ss that earned an F have taken this course before with me and they continue to miss assignments.</p>	<p>Student success was 68% or 13 of 19 students at EOT. I am considering being more strict regarding dropping students after two missed assignments. Ss that miss two or more assignments do not have a high probability of passing the course with a C or higher.</p>	<p>I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments or submit just enough materials to avoid being dropped. The more accommodations made for Ss results in lower S success rates (these Ss rarely make up missed work or improve on their writing skills).</p>	
				<p>Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified three concepts, principles or theories, relevant to human sexuality.</p> <p>Student success was earned by 15 out of 21 students or 74%.</p> <p>Regarding the three students that earned</p>	<p>Student success was 74% for SLO 1. No immediate changes are planned.</p>	<p>No changes from previous assessment.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>ad D: Student one failed to complete four study guides and failed to turn in the essay assignment. Student two failed to turn in 13 of 16 study guides. Student three failed to turn in two study guides and failed to turn in the essay assignment.</p> <p>Regarding the four students that earned an F: Three students stopped attending after the last day to drop students and failed to complete multiple study guides and failed to complete the essay. One student was successful for SLO 1 but earned an F in the course due to very low exam scores as well as missing a major presentation assignment.</p>	Student success was 74% for SLO 1. No immediate changes are planned.	No changes from previous assessment.	
				<p>Students were required to complete study guides for each chapter presented. Students wrote elaborative responses that ranged from single sentences to several paragraphs in length. Students wrote an analysis essay based on a film where students identified three concepts, principles or theories, relevant to human sexuality.</p> <p>Student success was earned by eight out of ten students or 80%. The student that earned a D missed multiple study guide assignments. The student that earned an F, missed multiple study guides, stopped attending after the last day to drop the course, missed the final exam, and failed to turn in the essay assignment.</p>	Student success was 80% for SLO 1. No immediate changes are planned.	No changes from previous assessment.	
		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,	80% of the students scored a 70% or better on Exam 1. Twenty-four students took the exam.	Most students remember scientific principles. Perhaps, I can spend more time reviewing principles of scientific method, I can	This is the first time teaching Human Sexuality at Barstow College	

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		SLO #1.1	the scientific method, and the relationship between scientific research and established knowledge.	80% of the students scored a 70% or better on Exam 1. Twenty-four students took the exam. A = 35%, B = 30%, C = 15%, D = 5%, F = 15% This is an under achieving group. Many of them either did not show up for the activity, did not ask about it, or did not turn it in. The Fs were due to students not turning in the assignment.	include a case study 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. Honestly, this is a one-off group that had significant issues with coming to class and turning in assignments.	This is the first time teaching Human Sexuality at Barstow College I have not made any significant changes from previous assessments. Normally this is a very straight forward activity that does not need a lot of preparation or encouragement from me.	
		SLO #1A	2 Midterms (Addison)	Of the 29 students that were enrolled, 7 dropped. The rest 22 students took midterm 1 and 2. 50% of the students received a failing grade (11 students).	The 2 midterm which are open book no time limit will not change. Students needs to read the chapters and take their time taking the exams.	None, the tests are open book open notes	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.	24 students completed the assignment. 16/24 or 66% received an A. 2/24 or 8% of students that completed the assignment received a B. 2/24 or 8% of students who completed the assignment received an C. 4/24 students or 16% received a D or F. Overall the discussions had a 76% participation rate.	Continue to make the initial post deadline for Wednesday and the replies due by 7:59 pm Sunday. Discussions with average below 76% will be rewritten to entice further engagement.	Instructor made it a requirement that students made their initial post on Wednesday and the reply to other students post by 7:59pm Sunday. Students were asked to expand their discussion answers.	
				Student success was achieved by 13 of 19 students (68%). The other students did not complete all the assignments. Six students were not successful. Two of the Ss earned a D and had low test scores in 65-70% range across most exams and may have passed the course had they completed all of their discussion	Student success was 68% or 13 of 19 students at EOT. I am considering being more strict regarding dropping students after two missed assignments. Ss that miss two or more assignments do not have a	I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments or submit just enough materials to avoid being dropped. A trend is that more Ss miss the discussion posts than the	

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				assignments; both missed multiple assignments. The four Ss that earned an F missed multiple assignments and three of the four missed the final exam.	high probability of passing the course with a C or higher.	exams or quizzes.	
				Student success was achieved by 16 of 21 students or 76%. The one student that earned a D missed an exam correction and scored very low on the other exams. Three of the four students that earned an F in the course stopped attending just after the last day to drop students and missed two exams including the final. One student earned an F due to very low exam scores.	Student success was 76% for SLO 2. No planned changes at this time.	No changes made from the previous assessment.	
				Student success was achieved by 19 of 32 students (59%). The thirteen other students were not successful on SLO 2. The main reason is these students did not complete all the assignments. Regarding the four students that earned a D: Student one was one of two students that completed all quizzes yet was not successful. She averaged 54% on the quizzes, scored a 48% on the midterm exam and a 54% on the final exam. Student two missed one quiz assignment. She averaged 68% on the other quizzes, scored an 80% on the midterm and a 63.4% on the final exam. She also missed three discussion assignments. Student three missed two quiz assignments and averaged a 56% on the other four quizzes. Her midterm exam score was 68% and improved on the final with a 79%. Student four was the other student of the four that completed all quiz assignments. While she was successful on SLO 1, she was not successful on SLO 2. Her exam scores were low; her average quiz score was 57%, midterm was a 54% and the final exam score was 57%.	Student success was 59% for SLO 2. The students that completed all of the exams were at an 86% success rate. No planned changes at this time.	I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.	

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				<p>Regarding the eight students that earned an F in the course:</p> <p>Only one of the eight students completed all exams and averaged a 49% on the quizzes, scored a 26% on the midterm exam and a 42% on the final exam.</p> <p>The other seven students missed multiple examinations.</p>	<p>Student success was 59% for SLO 2. The students that completed all of the exams were at an 86% success rate. No planned changes at this time.</p>	<p>I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.</p>	
				<p>Student success was achieved by nine of ten students or 90%. The one student that earned an F did not complete all the assignments, stopped attending class after the last day of census, and missed the final exam.</p>	<p>Student success was 90% for SLO 2. No planned changes at this time.</p>	<p>No changes made from the previous assessment.</p>	
		SLO #2	Assigning weekly homework. (Addison)	<p>Of the 22 students, 9 (40%) missed more than 2 assignments in a row</p>	<p>None for this portion I think turning in homework in a timed manner is important for students to learn responsibility. Thinking critically is imperative in College and students did not adhere to my examples of thinking critically and appropriately.</p>		
		SLO #2.2	Content knowledge and test taking skills when completing essay and/or objective examinations	<p>100% of students passed essay examination with 70% or better. Only two students scored a C grade on this exam, most scored an 80% and higher.</p>	<p>We practiced essay/written type questions throughout the semester. Students worked in groups to answer practice questions. When it came time to take the exam, most students were prepared.</p>	<p>This is the first time teaching Human Sexuality at Barstow College</p>	
				<p>A = 18%, B = 39%, C = 15%, D = 13%, F = 15%</p> <p>This is an under achieving group. Many of them either did not show up for the test or did not study for it. The tests are fairly straight forward and show if they have been following along with the lecture and</p>	<p>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;</p>	<p>I have not made any significant changes from previous assessments.</p>	

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				can effectively study and prepare for the exams.	I plan on further encouraging them to bring their books to class and consult them for assistance with their tests. Honestly, this is a one-off group that had significant issues with coming to class and studying for the exams.	I have not made any significant changes from previous assessments.	
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	26 students completed this assignment. 24/26 or 92% of students who submitted their assignment received an A. 1/26 or 4% received an B, and 1/26 or 4% received D or F.	Continue pulling writing assignments from current events to make learning relevant and engaging.	Used the media's increased discussion of gender issues as part of the writing discussions.	
				<p>Most students achieved success, 24 of 32 or 75%. Most students wrote well-constructed paragraphs where they articulated their opinions and positions. Nine students were not successful.</p> <p>Regarding the four students that earned a D:</p> <p>Student one missed one discussion assignment yet averaged 74% on the other discussions and was successful on SLO 1. However, she averaged 54% on the quizzes, scored a 48% on the midterm exam and a 54% on the final exam. Student two missed three discussion assignments and one quiz assignment. Student three was successful on SLO 1 with an average of 83% on the discussion assignments. However, she missed two quizzes. Student four was the only one of the four that completed all assignments and earned an average of 82% on the discussion assignments. While she was successful on SLO 1, her exam scores were low; her average quiz score was 57%, midterm was a 54% and the final exam score was 57%.</p> <p>Regarding the eight students that earned</p>	<p>Student success was 75% for SLO 3. Of the twenty students that turned in all discussion assignments, nineteen were successful or 95%. No immediate changes are planned</p>	I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.	

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				<p>an F:</p> <p>Student one missed four discussion assignments, two quizzes, and failed to take the final exam.</p> <p>Student two missed four discussion assignments, three quizzes, and failed to take the final exam.</p> <p>Student three missed two discussion assignments and failed to take the final exam.</p> <p>Student four missed four discussion assignments, three quizzes and scored a 25% on the final exam.</p> <p>Student five missed two discussion assignments, one quiz, and failed to take the midterm exam and the final exam.</p> <p>Student six missed four discussion assignments and failed to take the final exam.</p> <p>Student seven missed two discussion assignments and averaged a 49% on the quizzes, scored a 26% on the midterm exam and a 42% on the final exam.</p> <p>Student eight averaged a 72 % on the discussions and was successful for SLO 1. However, she also missed four quizzes, scored a 20% on the midterm exam and a 33% on the final exam.</p>	<p>Student success was 75% for SLO 3. Of the twenty students that turned in all discussion assignments, nineteen were successful or 95%. No immediate changes are planned</p>	<p>I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments.</p>	
				<p>Overall the discussions had a 76% participation rate.</p>	<p>Discussions with average below 76% will be rewritten to entice further engagement.</p>	<p>Students were asked to expand their discussion answers.</p>	
				<p>Student success was achieved by 17 of 21 students or 81%. All four students that were not successful failed to complete the presentation assignment. Three of these students also stopped attending class after the last day of census.</p>	<p>Student success was 81% for SLO 3. No changes are planned for next term.</p>	<p>No changes made from previous assessment.</p>	
				<p>Student success was achieved by nine of ten students (90%). The one student that was not successful in this area did not submit an essay and missed the final presentation. She also stopped attending</p>	<p>Student success was 90% for SLO 3. No changes are planned for next term.</p>	<p>No changes made from previous assessment.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				class after the last day of census.	Student success was 90% for SLO 3. No changes are planned for next term.	No changes made from previous assessment.	
				Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 68%. Most students wrote well-constructed paragraphs. Six students were not successful. Two of the Ss earned a D and had very low test scores in 30-50% range across most exams and missed multiple assignments. The four Ss that earned an F missed multiple assignments and all four missed the final exam. Three of the four Ss that earned an F have taken this course before with me and they continue to miss assignments.	Student success was 68% or 13 of 19 students at EOT. I am considering being more strict regarding dropping students after two missed assignments. Ss that miss two or more assignments do not have a high probability of passing the course with a C or higher.	I continued to drop students for missed assignments through the last census date. Several students often meet the first census date requirements and then do not submit additional assignments or submit just enough materials to avoid being dropped. The more accommodations made for Ss results in lower S success rates (these Ss rarely make up missed work or improve on their writing skills).	
		SLO #3.3	Evaluation of biological data, draw reasonable conclusions, recognize the ethical implications, if applicable, and apply these conclusions to personal, community, or scientific problems	A = 35%, B = 30%, C = 15%, D = 5%, F = 15% This is an under achieving group. Many of them either did not show up for the activity, did not ask about it, or did not turn it in. The Fs were due to students not turning in the assignment.	I plan to continue to coax them to express themselves fully and without reservation; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to class and consult them for assistance with this assignment.	I have not made any significant changes from previous assessments. Normally this is a very straight forward activity that does not need a lot of preparation or encouragement from me.	
				Out of 24 students, 22 met this SLO.	Case studies included examples of research conducted in the field of human sexuality. Students were able to identify a scientific situation, review data, and formulate conclusions based upon the case study presented. Results of case analysis was presented as an oral group presentation.		
		SLO #3A	Final (Addison	Out of the 22 students, 2 (0.9%) did not complete the final	The final is open book and covers 6 chapters		

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)	Final	Out of the 22 students, 2 (0.9%) did not complete the final	The final is open book and covers 6 chapters		
	BIOL 2	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	“Scientific Method” laboratory work. 24 out of 25, or 96% of the students successfully completed this assignment with a “C” or higher grade. 1 student did not submit the lab report, and received 0 points for the lab.	I am planning to use the same assessment next semester. The results indicate that students enjoy working on the practicum that is related to their own lives.	Previous time in Fall 2015 I used Osmosis Lab Practicum to assess SLO#1. Last time I had 71% students who received grade “C” and better. This new assessment gave me a better results, 96%. Scientific method required students to measure their height and arm length and build the hypothesis on how these measurements are connected. The students seems to enjoy and understand the topic very well.	
				A = 52%, B = 15%, C = 10%, D = 13%, F = 10% This was much better than I had imagined would be the case in spite of the fact that this was one of my better Bio 2 classes that I have had. Many of the students put a lot of work into this project and many did a good job. This data is a much 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 very good result for an introductory course to biology.	I plan to continue and elaborate on the policy of demanding early sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.	I pushed, even harder than last semester, for them to turn in early individual sections of the paper as well as several rough drafts. The students who did the rough drafts did significantly better than those who did not and only turned in the final project on the day that it was due.	
				Students demonstrated increases in their understanding of the process of science as the semester progressed. 100% of the students attending the course and submitting lab reports showed improvement and hit the target with their laboratory reports. Approximately 85% of the students submitted laboratory reports. Discussions within their laboratory groups showed increases in understanding and the ability to connect outside information to the laboratory as measured by monitoring their discussions. Their laboratory reports reflected a better grasp of the scientific method than they started with.	I will continue to use up-to-date and relevant case studies alongside investigative laboratory exercises.	None; I continued to include thought provoking case studies in lab. These case studies sparked great discussion and encouraged students to think deeply about using evidence to support a position.	
		SLO #2	By the end of the course, the	A = 25%, B = 24%, C = 29%, D = 11%, F =	I plan to institute an	I have consistently tried to encourage	

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		SLO #2	successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	11% 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 less difficult time with this class in regard to the objective examination format and essays than past semesters, but the final is a very difficult exam.	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.	students to come to office hours, ask questions and assist each other with studying. This does not seem to have worked as well as in past semesters.	
				Out of 25 students who took the test 13 or 52% scored "C" and better. 60% of the students attempted to answer free response questions. 10% of the students attempted to solve extra point questions.	I am planning to use this assessment again next semester. However, to improve the students' performance I am planning to provide a better review before the test. I also planning to use some pretest quizzes that would help students to better prepare for their final exam.	I used a similar assessment on the previous time period, multiple choice and free responses. However, I changed all the questions. In comparison to the previous time, current students showed lower results. Last time 71% students received a "C" or better grade. This time only 52% of the students succeeded.	
				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 an 11 out of 30 questions to an average score of 24 out of 30 questions. The average score of 24/30 shows solid mastery of conceptual content knowledge in biology as measured with a standardized concept inventory.	No changes are planned for this SLO.	No changes were made from this successful assessment.	
		SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusion, recognize the ethical implications of these	Working in groups, students completed assignments on various topics of biology (such as evolution and ecology) and wrote a reflective piece detailing what they learned from the assignments.	Next spring, I may return to the term project pedagogy as I prefer it over the reflective essay. However, students were successful with the reflective essay. I feel	I changed from a term project presentation with paper because while last year it was very successful, the student feedback indicated it was very stressful to them. I decided to scale back the expectation this semester and fewer students indicated being stressed	

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		SLO #3	conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	Working in groups, students completed assignments on various topics of biology (such as evolution and ecology) and wrote a reflective piece detailing what they learned from the assignments.	students will remember more from the investment in researching a topic of their choosing.	out about the assignment.	
				A = 52%, B = 15%, C = 10%, D = 13%, F = 10% This was much better than I had imagined would be the case in spite of the fact that this was one of my better Bio 2 classes that I have had. Many of the students put a lot of work into this project and many did a good job. This data is a much 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 very good result for an introductory course to biology.	I plan to continue and elaborate on the policy of demanding early sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.	I pushed, even harder than last semester, for them to turn in early individual sections of the paper as well as several rough drafts. The students who did the rough drafts did significantly better than those who did not and only turned in the final project on the day that it was due.	
				All 25 students of the class participated in the lab practicum. 5 students did not submit the laboratory report and received 0 for the lab. 1 students received a "D" for the lab report. 19 students or 76% received grades "C" or better for the lab.	I believe that the difference in students' performance this time was due to the fact that this year I used individual lab reports to grade students' work instead of the group work used the previous time. I am planning to use more individual lab reports in my class. I hope students will learn the responsibility to complete their own work and do not count on group partners so much. However, to set students to success I will have prelab practicum where I will model how to write lab reports before assigning it to the students.	I used a different Lab practicum to assess SLO# 3. Compared to the previous time students showed a lower score. Last semester 100% of the students received a "C" or better grade. This time 76% met the target.	
	BIOL 4	SLO #1 (A)	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	90% of the students successfully met this target. The 10% that did not had higher priorities than completing their labs in a timely manner. By the end of the course, students demonstrated understanding	I intend to keep focusing our labs, and therefore the laboratory reports, using this team concept.	I continued to focus on a team-approach in laboratory and it resulted in a high success rate. I fined-tuned the rubric I use to grade laboratory reports and it resulted in more students being held	

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	BIOL 4	SLO #1 (A)	of science, the scientific methods, and the relationship between established and scientific knowledge.	between the processes of science, the scientific method, and the relationship between scientific and established knowledge. They demonstrated this understanding orally through discussions within their laboratory groups.	I intend to keep focusing our labs, and therefore the laboratory reports, using this team concept.	individually accountable.	
		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, with a range from 72%-100%. A comprehensive set of homework assignments and quizzes over each chapter given on the electronic platform Connect from McGraw-Hill over the course of the semester helped the students prepare for exams and learn human anatomy content.	The Connect platform from McGraw Hill is a very powerful learning tool that students love to hate. Only later, after a comprehensive final, do they realize how valuable having the repetition of homework and quizzes with instant feedback is for their success. Using the Connect platform for quizzes also frees up lecture time to discuss questions students have about how the body works rather than rely on a passive lecture.	No changes were made from the previous assessment as this strategy worked well. It continued to work well this semester.	
		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 what those conclusions mean for America's health care system.	I will review reading options over the summer and see if a new text offers more discussion points. However, I plan on retaining the strategy of reading a book beyond the text for context and presenting/discussing that book in the class.	Smaller, more manageable chunks of text were used but the discussion was not as rich as last spring. While students met the target, student presentations and discussions were on the lower end of the target (more students hit 75% than 90% or higher as they did last year). Student feedback indicated that this text did not capture their imagination. It could be that different groups react to a text differently.	
	BIOL 5	SLO #1	Demonstrate orally, and in written form, understanding of the processes of science, the scientific methods, and the relationship between scientific research and established knowledge.	A = 82%, B = 0%, C = 8%, D = 10%, F = 0% 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. I was very surprised at the lack of Bs in the	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	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.	

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	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.	distribution. Most of the low scores were due to students not turning in a rough draft as requested. This is a very complex assignment and most students hit most of the requirements on the rubric.	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.	
				The student met the target with a 100% success rate.	None. Laboratory reports are a great pedagogy tool for students to show their understanding of the scientific method.	More emphasis was placed on individual responsibility.	
		SLO #2	Demonstrate content knowledge and test taking skills when completing essays and/or objective exams.	A = 35%, B = 30%, C = 25%, D = 5%, F = 5% 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. This is a high achieving group and has worked harder than I normally see for this class.	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	
				The student scored about 90% on the exam, showing solid content knowledge and test taking skills.	None; I will keep the Connect platform with homework and quizzes providing instant feedback for students to learn from.		
		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 = 82%, B = 0%, C = 8%, D = 10%, F = 0% 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. I was very surprised at the lack of Bs in the distribution. Most of the low scores were due to students not turning in a rough draft as requested. This is a very complex assignment and most students hit most of the requirements on the rubric.	I plan to continue to encourage students to see me early to get help with the paper and implement plans for reducing procrastination on the project including showing the movie in class and giving more assistance with research options.	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.	

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				We discussed on-going news related to neonatal healthcare practices. The student was successful in evaluating data, drawing conclusions, and applying these conclusions to scientific problems.	I will return to book discussions in the fall.	I changed from a book discussion to news discussion as there was only one student in the course.	
	BIOL 8	SLO #1	By the end of the course, the successful student will be able to know or demonstrate orally, and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge.	All students in the course met the target. The target was that 80% of the laboratory reports were done at 70% or better. Students in the class demonstrated adequate understanding of the process of science, the scientific method, and the relationship between established and scientific knowledge.	In the fall, I will continue to refer students to the Student Success Center as necessary.	No changes were made from the previous assessment. I've found a good "formula" that works with the students: provide feedback early, send to Student Success Center for writing tutorials (now also recommending the writing workshops), and repeat.	
		SLO #2	By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.	Students exhibited high levels of microbiology content on the Unit 2 exam, with a class average of 93%. I attribute this to the digital product, Connect, which allows me to set up quizzes for students and guide them to the exact paragraph in the text to learn material when they miss questions. Connect also gives the students instant feedback, which is important as research as shown that the more quickly students are corrected in science, the less likely they are to have misconceptions blocking their learning.	I plan on continuing to use Connect for fast feedback on quizzes for my students. Even when students grouse about Connect and the time they spend doing the homework assignments (pre-req to the quiz), they understand its value to their learning.	No changes are indicated from previous assessment: Connect is working well for my students.	
		SLO #3	By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.	Lab teams presented their findings of bacteria around campus through a PowerPoint presentation. Students demonstrated evaluation of biological data, ability to draw conclusions, and apply the conclusions to our community.	The above data indicates that I must be flexible with students. We did discuss Killer Germs but it was the research aspect of class that really sparked these students' interests. I will keep the research presentation for fall semester to see how students respond to it then too.	I changed from a book discussion, which was great, to a research presentation. This change was driven because by the fifth week of class it was clear this group was much more focused on finding practical applications of their growing microbiology skills than on discussing Killer Germs.	
	CBIS 13	SLO #1(1)	Identify what skills are required in MIS	I am teaching MIS twice in the same semester, and feel this will be an advantage for the stake student learning outcomes. 28 student registered for this	Like I mentioned in my last SLO submission I would compare scores between the two courses and there	Changes made from previous assessment were the following: <ul style="list-style-type: none"> Quizzes questions where changed from essay to multiple choice 	

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	CBIS 13	SLO #1(1)	Identify what skills are required in MIS	<p>course, and by time of census 13 students were no shows and three more students were dropped by week 3. I found it alarming that almost half of the class were no shows. I did contacted the online department to see if there was something I was doing wrong, but the response I got back is that next sessions would have more enrollment. Of the students I dropped I had 4 students ask to be reinstated and instead I directed them to the second sessions of MIS, and all four did enroll and they did pass the course.</p> <p>Of the remainder of the students resulted all but one student passed the course, and the average grade was an 81%. This is an improvement from last semester and I believe it is due to the change in the textbook from an upper graduate text to a more appropriate introductory text.</p> <p>I used grades to quantify the success of the final project/capstone . Grades were based on a project that included an essay based on a case study of a small bike shop in need of better network, and some short answer questions, and a visual blue prints to comment on. Students were also to use critical thinking to solve their answer; thus, causing a higher than average mean from students results. Average score of this project was a 88%. I will use this data to compare to CRN 40102.</p> <p>In my last SLO submissions I explained that I would compare the two courses, because the textbook was changed, and students were over all more successful with the new textbook and a few changes I made to discussions and how to work on the project as the overall average grade for the course was an 82% almost a 4% increase, not to mention good feedback from students on the textbook..</p> <p>SUMMARY: Overall there was an</p>	<p>was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the was results came out a + 6% increase in students answers. While last semester is was 8%.</p> <p>Last semester I set the standard of 80% for students' to pass, and this course reached 92%. One student failed the course.</p> <p>Next course 40102 be introduced to the project at the beginning as the beginning of the course.</p> <p>I plan to rewrite instructions, samples, and files for discussions. I find it challenging to get students to participate with each other, other than saying something like "Good" job. I worked hard at finding ways to get students to interact with each. My "Bonus" questions seem to help get students more involved so I will be looking for change in this next semester to. I will also be changing the procedures in which I post discussions and or grade discussions.</p>	<ul style="list-style-type: none"> • Discussion topics were also changed critical thinking questions about subject materials and SLOS for this course. • Case studies were removed as assignments and added to the overall capstone project. <p>Comparing scores from last semester and this semester the was results came out with a + 6% increase in students answers and overall score.</p>	

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	CBIS 13	SLO #1(1)	Identify what skills are required in MIS	improvement to students overall grades and I believe the small class size, for what ever reason, helped me to interact more on a one-to-one basis with more frequency. This course had an unusual amount of phone conversations, which I also believed helped the overall success for the course as a whole.	<p>Like I mentioned in my last SLO submission I would compare scores between the two courses and there was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the was results came out a + 6% increase in students answers. While last semester is was 8%.</p> <p>Last semester I set the standard of 80% for students' to pass, and this course reached 92%. One student failed the course.</p> <p>Next course 40102 be introduced to the project at the beginning as the beginning of the course.</p> <p>I plan to rewrite instructions, samples, and files for discussions. I find it challenging to get students to participate with each other, other than saying something like "Good" job. I worked hard at finding ways to get students to interact with each. My "Bonus" questions seem to help get students more involved so I will be looking for change in this next semester to. I will also be changing the procedures in which I post discussions and or grade discussions.</p>	<p>Changes made from previous assessment were the following:</p> <ul style="list-style-type: none"> • Quizzes questions where changed from essay to multiple choice • Discussion topics were also changed critical thinking questions about subject materials and SLOS for this course. • Case studies were removed as assignments and added to the overall capstone project. <p>Comparing scores from last semester and this semester the was results came out with a + 6% increase in students answers and overall score.</p>	

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				<p>27 out of 43 original students were to submit the project capstone. 12 Students were dropped first two weeks of class for no show, and one student dropped during week 3. 3 students did not successfully complete all the work required for them in the course and or missed the final and the last few assignments that were due for the course and they failed the course..</p> <p>Of the 27 students 24 students submitted a project and only 26 students submitted required discussion participation and forum answers for the project so there was a passing rate of 69.7% which is improvement from last semester.</p> <p>In my last SLO submissions I explained that I would compare the two courses, because the textbook was changed, and students were over all more successful with the new textbook and a few changes I made to discussions and how to work on the project.</p> <p>As well for the first time I submitted all work due ahead of schedule and noticed that this too might have been a positive change for the students.</p> <p>Students discussion participation for the project A-C was removed. Of the 25 students who submitted a written project. 88% of students submitted a project passed with a 79%. 2 of 27 students who completed the course, never submitted a project or a final, and 3 students were given a F.</p> <p>SUMMARY: Overall there was an improvement to students overall grades. I asked students for feedback and I received a lot of "I like the book", "I like how you interacted with me", and "You keep engaged and on my toes". The thing I would very much like to point out is that</p>	<p>Like I mentioned in my last SLO submission I would compare scores between the two courses and there was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the results came out a + 3% increase in students answers. While last semester is was 8%.</p> <p>Last semester I set the standard of 80% for students' to pass, and this course reached 82%. And like I mentioned last semester I was to give the whole project upfront at the beginning of the course, and I did. I believe this might part of the reason for increase. Next semester I will hand out the project at the beginning of the third week of class. Because the last three MIS courses I have taught, I have lost up to 55% of enrolled students by the first week of class by way of "now shows" and census. I'm wondering if giving students a moment to get familiar with the online set up of the course, perhaps not giving everything all at once is the best way to go about it. So, I will compare any changes from this semester to next semester.</p> <p>Note, what did work well</p>	<p>Changes made from previous assessment were the following:</p> <ul style="list-style-type: none"> • Quizzes and discussions were also changed to reflect more of critical thinking type processing. • A capstone project sample answers were added to the course. • Case studies were removed as assignments and added to the overall capstone project. <p>Comparing scores from last semester and this semester the results came out with a + 3% increase in students answers and overall score.</p>	

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				the three students who failed only failed because they stopped attending class the last two weeks of the course and did not turn in a project or took the final.	for the course, was using the "Instructors POSTING area" in the learning platform and with using this tool to connect with students increased interaction between students and myself, as well for students to students, for the students. I plan to rewrite instructions, samples, and files for discussions. I find it challenging to get students to participate with each other, other than saying something like "Good" job. I worked hard at finding ways to get students to interact with each. My "Bonus" questions seem to help get students more involved so I will be looking for change in this next semester to. I will also be changing the procedures in which I post discussions and or grade discussions.	Changes made from previous assessment were the following: <ul style="list-style-type: none"> • Quizzes and discussions were also changed to reflect more of critical thinking type processing. • A capstone project sample answers were added to the course. • Case studies were removed as assignments and added to the overall capstone project. Comparing scores from last semester and this semester the was results came out with a + 3% increase in students answers and overall score.	
		SLO #2(1)	Identify the latest developments and trends in the field	I am teaching MIS twice in the same semester, and feel this will be an advantage for the stake student learning outcomes. 28 student registered for this course, and by time of census 13 students were no shows and three more students were dropped by week 3. I found it alarming that almost half of the class were no shows. I did contacted the online department to see if there was something I was doing wrong, but the response I got back is that next sessions would have more enrollment. Of the students I dropped I had 4 students ask to be	Like I mentioned in my last SLO submission I would compare scores between the two courses and there was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the was results came out a + 6% increase in students answers. While last semester is was 8%.	Changes made from previous assessment were the following: <ul style="list-style-type: none"> • Quizzes questions where changed from essay to multiple choice • Discussion topics were also changed critical thinking questions about subject materials and SLOS for this course. • Case studies were removed as assignments and added to the overall capstone project. Comparing scores from last semester and this semester the was results came out with a + 6% increase in students	

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		SLO #2(1)	Identify the latest developments and trends in the field	<p>reinstated and instead I directed them to the second sessions of MIS, and all four did enroll and they did pass the course.</p> <p>Of the remainder of the students resulted all but one student passed the course, and the average grade was an 81%. This is an improvement from last semester and I believe it is due to the change in the textbook from an upper graduate text to a more appropriate introductory text.</p> <p>I used grades to quantify the success of the final project/capstone . Grades were based on a project that included an essay based on a case study of a small bike shop in need of better network, and some short answer questions, and a visual blue prints to comment on. Students were also to use critical thinking to solve their answer; thus, causing a higher than average mean from students results. Average score of this project was a 88%. I will use this data to compare to CRN 40102.</p> <p>In my last SLO submissions I explained that I would compare the two courses, because the textbook was changed, and students were over all more successful with the new textbook and a few changes I made to discussions and how to work on the project as the overall average grade for the course was an 82% almost a 4% increase, not to mention good feedback from students on the textbook..</p> <p>SUMMARY: Overall there was an improvement to students overall grades and I believe the small class size, for what ever reason, helped me to interact more on a one-to-one basis with more frequency. This course had an unusual amount of phone conversations, which I also believed helped the overall success for the course as a whole.</p>	<p>Last semester I set the standard of 80% for students' to pass, and this course reached 92%. One student failed the course.</p> <p>Next course 40102 be introduced to the project at the beginning as the beginning of the course.</p> <p>I plan to rewrite instructions, samples, and files for discussions. I find it challenging to get students to participate with each other, other than saying something like "Good" job. I worked hard at finding ways to get students to interact with each. My "Bonus" questions seem to help get students more involved so I will be looking for change in this next semester to. I will also be changing the procedures in which I post discussions and or grade discussions.</p>	answers and overall score.	

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				<p>27 out of 43 original students were to submit the project capstone. 12 Students were dropped first two weeks of class for no show, and one student dropped during week 3. 3 students did not successfully complete all the work required for them in the course and or missed the final and the last few assignments that were due for the course and they failed the course..</p> <p>Of the 27 students 24 students submitted a project and only 26 students submitted required discussion participation and forum answers for the project so there was a passing rate of 69.7% which is improvement from last semester.</p> <p>In my last SLO submissions I explained that I would compare the two courses, because the textbook was changed, and students were over all more successful with the new textbook and a few changes I made to discussions and how to work on the project.</p> <p>As well for the first time I submitted all work due ahead of schedule and noticed that this too might have been a positive change for the students.</p> <p>Students discussion participation for the project A-C was removed. Of the 25 students who submitted a written project. 88% of students submitted a project passed with a 79%. 2 of 27 students who completed the course, never submitted a project or a final, and 3 students were given a F.</p> <p>SUMMARY: Overall there was an improvement to students overall grades. I asked students for feedback and I received a lot of "I like the book", "I like how you interacted with me", and "You keep engaged and on my toes". The thing I would very much like to point out is that</p>	<p>Like I mentioned in my last SLO submission I would compare scores between the two courses and there was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the was results came out a + 3% increase in students answers. While last semester is was 8%.</p> <p>Last semester I set the standard of 80% for students' to pass, and this course reached 82%. And like I mentioned last semester I was to give the whole project upfront at the beginning of the course, and I did. I believe this might part of the reason for increase. Next semester I will hand out the project at the beginning of the third week of class. Because the last three MIS courses I have taught, I have lost up to 55% of enrolled students by the first week of class by way of "now shows" and census. I'm wondering if giving students a moment to get familiar with the online set up of the course, perhaps not giving everything all at once is the best way to go about it. So, I will compare any changes from this semester to next semester.</p> <p>Note, what did work well</p>	<p>Changes made from previous assessment were the following:</p> <ul style="list-style-type: none"> • Quizzes and discussions were also changed to reflect more of critical thinking type processing. • A capstone project sample answers were added to the course. • Case studies were removed as assignments and added to the overall capstone project. <p>Comparing scores from last semester and this semester the was results came out with a + 3% increase in students answers and overall score.</p>	

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		SLO #3(1)	Identify what skills are required in MIS. Develop, design, and implement a Management Information System.	I am teaching MIS twice in the same semester, and feel this will be an advantage for the stake student learning outcomes. 28 student registered for this course, and by time of census 13 students were no shows and three more students were dropped by week 3. I found it alarming that almost half of the class were no shows. I did contacted the online department to see if there was something I was doing wrong, but the response I got back is that next sessions would have more enrollment. Of the students I dropped I had 4 students ask to be	Like I mentioned in my last SLO submission I would compare scores between the two courses and there was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the was results came out a + 6% increase in students answers. While last semester is was 8%.	Changes made from previous assessment were the following: <ul style="list-style-type: none"> Quizzes questions where changed from essay to multiple choice Discussion topics were also changed critical thinking questions about subject materials and SLOS for this course. Case studies were removed as assignments and added to the overall capstone project. Comparing scores from last semester and this semester the was results came out with a + 6% increase in students	

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		SLO #3(1)	Identify what skills are required in MIS. Develop, design, and implement a Management Information System.	<p>reinstated and instead I directed them to the second sessions of MIS, and all four did enroll and they did pass the course.</p> <p>Of the remainder of the students resulted all but one student passed the course, and the average grade was an 81%. This is an improvement from last semester and I believe it is due to the change in the textbook from an upper graduate text to a more appropriate introductory text.</p> <p>I used grades to quantify the success of the final project/capstone . Grades were based on a project that included an essay based on a case study of a small bike shop in need of better network, and some short answer questions, and a visual blue prints to comment on. Students were also to use critical thinking to solve their answer; thus, causing a higher than average mean from students results. Average score of this project was a 88%. I will use this data to compare to CRN 40102.</p> <p>In my last SLO submissions I explained that I would compare the two courses, because the textbook was changed, and students were over all more successful with the new textbook and a few changes I made to discussions and how to work on the project as the overall average grade for the course was an 82% almost a 4% increase, not to mention good feedback from students on the textbook..</p> <p>SUMMARY: Overall there was an improvement to students overall grades and I believe the small class size, for what ever reason, helped me to interact more on a one-to-one basis with more frequency. This course had an unusual amount of phone conversations, which I also believed helped the overall success for the course as a whole.</p>	<p>Last semester I set the standard of 80% for students' to pass, and this course reached 92%. One student failed the course.</p> <p>Next course 40102 be introduced to the project at the beginning as the beginning of the course.</p> <p>I plan to rewrite instructions, samples, and files for discussions. I find it challenging to get students to participate with each other, other than saying something like "Good" job. I worked hard at finding ways to get students to interact with each. My "Bonus" questions seem to help get students more involved so I will be looking for change in this next semester to. I will also be changing the procedures in which I post discussions and or grade discussions.</p>	answers and overall score.	

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				<p>27 out of 43 original students were to submit the project capstone. 12 Students were dropped first two weeks of class for no show, and one student dropped during week 3. 3 students did not successfully complete all the work required for them in the course and or missed the final and the last few assignments that were due for the course and they failed the course..</p> <p>Of the 27 students 24 students submitted a project and only 26 students submitted required discussion participation and forum answers for the project so there was a passing rate of 69.7% which is improvement from last semester.</p> <p>In my last SLO submissions I explained that I would compare the two courses, because the textbook was changed, and students were over all more successful with the new textbook and a few changes I made to discussions and how to work on the project.</p> <p>As well for the first time I submitted all work due ahead of schedule and noticed that this too might have been a positive change for the students.</p> <p>Students discussion participation for the project A-C was removed. Of the 25 students who submitted a written project. 88% of students submitted a project passed with a 79%. 2 of 27 students who completed the course, never submitted a project or a final, and 3 students were given a F.</p>	<p>Like I mentioned in my last SLO submission I would compare scores between the two courses and there was a positive change of scores for the project and for the quizzes. Comparing scores from last semester and this semester the was results came out a + 3% increase in students answers. While last semester is was 8%.</p> <p>Last semester I set the standard of 80% for students' to pass, and this course reached 82%. And like I mentioned last semester I was to give the whole project upfront at the beginning of the course, and I did. I believe this might part of the reason for increase. Next semester I will hand out the project at the beginning of the third week of class. Because the last three MIS courses I have taught, I have lost up to 55% of enrolled students by the first week of class by way of "now shows" and census. I'm wondering if giving students a moment to get familiar with the online set up of the course, perhaps not giving everything all at once is the best way to go about it. So, I will compare any changes from this semester to next semester.</p> <p>Note, what did work well</p>	<p>Changes made from previous assessment were the following:</p> <ul style="list-style-type: none"> • Quizzes and discussions were also changed to reflect more of critical thinking type processing. • A capstone project sample answers were added to the course. • Case studies were removed as assignments and added to the overall capstone project. <p>Comparing scores from last semester and this semester the was results came out with a + 3% increase in students answers and overall score.</p>	

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	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, 11 out of 11 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. All active students did take the final exam.	None; as the success rate is 100%. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1.	None; as the success rate was 100%	

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		SLO #2	Develop an understanding of internet security and how to be safe on the WWW.	Based on a hands-on lab, 11 out of 11 (100%) students successfully demonstrated understanding of SLO #2.	None, as the success rate is 100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).	
		SLO #3	Understand the basics of e-commerce and how companies are doing business over the web.	Based on a written exam, final exam, 11 out of 11 students (who took the final) successfully demonstrated proficiency in understanding of SLO #1. All active student did take the final exam.	None; as the success rate is 100%. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #3.	None, as the success rate was 100%.	
CBIS 40		SLO #1	Students will demonstrate the skills required to prepare, edit, and format electronic spreadsheets.	12 of 13 students completed this skill demonstration. 12 As, 1 F. I student could not complete any assignments after the 5th lesson so I had to assign an F grade.	I believe the contact method I started last semester worked well this time too, so I will continue that. I also believe reviewing this SLO's method in class was also beneficial since all the students who completed all assignments earned an A.	I followed the same method as last semester. I contacted by phone any student that did not respond to my lesson 1 informational email, and dropped 2 students who did not respond. I spoke about and demonstrated this skill in class every lesson before the midterm.	
		SLO #1 (Durheim)	To offer an in depth presentation of Microsoft Excel 2013. To expose students to practical examples of the computer as a useful tool	9 students registered for the class. 5 students had attendance problems and did not complete the required class work, 1 student dropped the course. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	Spending more 1 on 1 time with students improved the scores of those who asked for help. Students who didn't ask for help tended to do less than in the past, I think this may have contributed to the number of students that did not complete the lessons.	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student then in the past.	
		SLO #2	Students will solve problems associated with producing electronic spreadsheets	12/13 students completed this skill demonstration on their midterms and finals. 12 As, 1F	I believe this method works well so I plan to do the same next time.	I did the same as last semester. I assigned homework that practiced these skills so when it came to the midterm and finals, they all performed well on these projects, even the 1 student who couldn't finish the class.	
		SLO #2 (Durheim)	To acquaint students with the proper procedures to create worksheets suitable for	9 students registered for the class. 5 students had attendance problems and did not complete the required class work,	Spending more 1 on 1 time with students improved the scores of those who	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student	

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		SLO #2 (Durheim)	coursework, professional purposes, and personal use	1 student dropped the course. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	asked for help. Students who didn't ask for help tended to do less than in the past, I think this may have contributed to the number of students that did not complete the lessons.	then in the past.	
		SLO #3	Students will organize and communicate information and data in electronic spreadsheets	12/13 students completed this skill demonstration on their homework assignments. 12 As, 1F	I believe this method works well, and helps students who struggle with this SLO early on in the class.	Besides ensuring all students were active in class (except for the one whose personal problems prevented him from completing the class), I provided additional instruction to students who were struggling with the first few assignments that covered this SLO.	
		SLO #3 (Durheim)	To help students discover the underlying functionality of Excel 2013 so they can become more productive. To develop an exercise-oriented approach that allows learning by doing	9 students registered for the class. 5 students had attendance problems and did not complete the required class work, 1 student dropped the course. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	Spending more 1 on 1 time with students improved the scores of those who asked for help. Students who didn't ask for help tended to do less than in the past, I think this may have contributed to the number of students that did not complete the lessons.	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student then in the past.	
	CBIS 41	SLO #1	Students will demonstrate the word processing skills needed to prepare professional business and academic documents	5 students registered for the class. 2 students had attendance problems and did not complete the required class work. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	Spending more 1 on 1 time with students improved the scores of those who asked for help. Students who didn't ask for help tended to do less than in the past, I think this may have contributed to the number of students that did not complete the lessons.	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student then in the past.	
		SLO #2	Students will determine and apply appropriate editing techniques and formatting standards to documents	5 students registered for the class. 2 students had attendance problems and did not complete the required class work. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	Spending more 1 on 1 time with students improved the scores of those who asked for help. Students who didn't ask for help tended to do less than in the past, I think this may	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student then in the past.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will determine and apply appropriate editing techniques and formatting standards to documents	5 students registered for the class. 2 students had attendance problems and did not complete the required class work. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	have contributed to the number of students that did not complete the lessons.	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student then in the past.	
		SLO #3	Students will organize and communicate information and data in professional business and academic documents	5 students registered for the class. 2 students had attendance problems and did not complete the required class work. 3 students completed all assignments, 2 students received an "A", 1 student received a "C".	Spending more 1 on 1 time with students improved the scores of those who asked for help. Students who didn't ask for help tended to do less than in the past, I think this may have contributed to the number of students that did not complete the lessons.	Teaching method changes were made from the previous semester. I spent more 1 on 1 time with each student then in the past.	
CBIS 43		SLO #1 (1a)	Students will develop the skills to use Microsoft PowerPoint2013. They will have an understanding of windows and toolbars, using the AutoContent Wizard, and viewing PowerPoint presentations. They will learn to use Microsoft help, print and close files.	82% of the students completed the assignment with a "C" or better. 3 of the students did not complete the assignments and received a non-passing grade. 3 students did not complete the assignments in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class. One of the students had a family emergency. This caused him to fall behind. He tried his best to keep up with the course work, but was not able to.	Continue to create videos for the visual Students learned the skills to plan an effective PowerPoint Presentation. They learned to use templates from the web, create slides, add headers and footers, and design customized templates. They were beneficial to the students. The students who did not pass the assignment was a result of not completing the assignment, not because the project was completed incorrectly. The course textbook for the class has an access code that some students purchase and others don't. It's been a confusion for students each time the class is taught. I think changing the book sold in the book store to the one	Recorded more videos for students to watch and chose one student example to share each week that showed the students the type of work I was looking for. It helped students to better understand how to complete the projects and they enjoyed being able to share their work with the class. (I removed names, but they still knew it was their work.)	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	CBIS 43	SLO #1 (1a)	Students will develop the skills to use Microsoft PowerPoint2013. They will have an understanding of windows and toolbars, using the AutoContent Wizard, and viewing PowerPoint presentations. They will learn to use Microsoft help, print and close files.	82% of the students completed the assignment with a "C" or better. 3 of the students did not complete the assignments and received a non-passing grade. 3 students did not complete the assignments in spite of continued emails reminding them to do so. The students were offered to turn in makeup work up until the last day of class. One of the students had a family emergency. This caused him to fall behind. He tried his best to keep up with the course work, but was not able to.	without the access code would help to avoid unnecessary confusion.	Recorded more videos for students to watch and chose one student example to share each week that showed the students the type of work I was looking for. It helped students to better understand how to complete the projects and they enjoyed being able to share their work with the class. (I removed names, but they still knew it was their work.)	
		SLO #2 (2a)	Students learned the skills to plan an effective PowerPoint Presentation. They learned to use templates from the web, create slides, add headers and footers, and design customized templates.	82% of the students completed the assignment with a "C" or better. 3 of the students did not complete the assignment and received a non-passing grade in the overall class. . However there was just one student who completely neglected the discussion boards in spite of multiple reminders to how not participating would have a negative effect on the overall class grade.	Next term I plan to use more videos in the class to let the visual learners have something to "see." Even though lecture notes and the text presented the concepts, this is not the preferred learning style for all students. I want the learning to be enjoyable for all students enrolled in my classes. More videos will help. I am also using more practical assignments that allow the students to be creative and utilize their PowerPoint skills.	Reworked the practical assignments for the students to allow them the ability to be more creative in their work while continuing to show that had learned the skills required to meet to SLO. Posted videos for students to watch.	
		SLO #3 (3a)	Students learned to enhance and customize PowerPoint presentations by inserting clip art, sounds, linked Excel worksheets, embed charts, and tables. They also learned how to set slide show timings, transitions, and animation effects.	82% of the students completed the assignment with a "C" or better. 3 of the students did not complete the assignment and received a non-passing grade in the overall class.	Continue to work on better dialogue with the students and provide personal contact with students on the importance of submitting their assignment. Continue to increase learning opportunities for all students. I realize there	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (3a)	Students learned to enhance and customize PowerPoint presentations by inserting clip art, sounds, linked Excel worksheets, embed charts, and tables. They also learned how to set slide show timings, transitions, and animation effects.	82% of the students completed the assignment with a "C" or better. 3 of the students did not complete the assignment and received a non-passing grade in the overall class.	are different learning styles ~ visual, auditory, read-write, and kinesthetic ~ I plan to continue to offer opportunities for students to excel regardless of their learning style.	Reworked the practical assignments for the students to allow them the ability to be more creative in their work while continuing to show that had learned the skills required to meet to SLO. Posted videos for students to watch.	
	CBIS 61	SLO #1	Students will build an increased keyboard speed of 6 percent using touch typing techniques to become more efficient and employable.	10 students registered for the class. 8 students made some progress in the online lessons. 1 student completed the course and received an "A".	The feedback from one student was that this course was "too hard". She was going to quit the class. Unfortunately, she posted that information on the discussion board. I will make sure that I approve all discussion board posts going forward.	I varied the course material. Students had discussion boards to interact with each other. Each student had a short practical assignment each week, and each student had to complete 5 chapters per week out of the course text.	
		SLO #2	Students will use proofreaders' marks correctly, apply capitalization, commas, punctuation, and grammar correctly, and develop and improve composing and spelling skills.	10 students registered for the class. 8 students made some progress in the online lessons. 1 student completed the course and received an "A".	The feedback from one student was that this course was "too hard". She was going to quit the class. Unfortunately, she posted that information on the discussion board. I will make sure that I approve all discussion board posts going forward.	I varied the course material. Students had discussion boards to interact with each other. Each student had a short practical assignment each week, and each student had to complete 5 chapters per week out of the course text.	
		SLO #3	Students will format business and academic reports, business letters, envelopes, memos, and tables.	10 students registered for the class. 8 students made some progress in the online lessons. 1 student completed the course and received an "A".	The feedback from one student was that this course was "too hard". She was going to quit the class. Unfortunately, she posted that information on the discussion board. I will make sure that I approve all discussion board posts going forward.	I varied the course material. Students had discussion boards to interact with each other. Each student had a short practical assignment each week, and each student had to complete 5 chapters per week out of the course text.	
	CBIS 67	SLO #1	Students will learn to store, retrieve, and transfer records securely	Of the 16 students enrolled in the course, all 16 scored a "C" or better on the midterm exam.	While all students passed the midterm exam, I still plan to review the exam results. Next semester I will focus more of the	This was the first time for teaching this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	CBIS 67	SLO #1	Students will learn to store, retrieve, and transfer records securely	Of the 16 students enrolled in the course, all 16 scored a "C" or better on the midterm exam.	lecture on the questions that were missed.	This was the first time for teaching this course.	
		SLO #2	Students will learn methods for establishing relationships with images and/or correspondence	16 students completed the assignment and each student received an "A".	While the students all did exceptionally well on the assignment, I plan to make changes to this practical assignment. In retrospect, it appears to have been a lengthy assignment that I believe I can shorten for next semester and still be able to adequately assess the students' learning of the objective.	First time teaching the course.	
		SLO #3	Students will learn to establish record relationships alphabetically, geographically, and numerically.	16 students took the exam. 5 students earned an "A". 9 students earned a "B". 1 student earned a "D". This student took 28 minutes to take the final, while the students who earned As and Bs took between 1.5 and 2 hours to take the exam. I believe not giving adequate time to the exam resulted in the student earning a "D". 1 student received an "F" on the final. The student disappeared the last 5 days of class. We had even corresponded to assure his proctor had received the proctor information email from me. I sent many emails, but was not able to contact the student.	While all students who attempted the final exam passed, I still plan to review the exam results. Next semester I will focus more of the lecture on the questions that were missed.	First time teaching the course.	
	CHEM 1	SLO #1	Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations	The average correct response to 4 questions specific to this SLO was 62.5%.	The above data shows a slight increase in understanding and comprehension of the material; however, the data is skewed since only 73% of the students enrolled at the time took the final exam. Since there was a textbook change and the increase is minimal with skewed data, there is	The above data shows a 2.5% increase from previous assessment results.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	CHEM 1	SLO #1	Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations	The average correct response to 4 questions specific to this SLO was 62.5%.	no plan to change pedagogy for next semester.	The above data shows a 2.5% increase from previous assessment results.	
		SLO #1 (Spencer)	(a) The baseline knowledge of entering students in the area of mathematics will be determined. (b) Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations	(a) Quiz 1 assesses basic mathematical abilities using unit conversion problems. According to the scores of the students that participated in the first quiz (66 students,) 89.4% scored between 70-100% (59 students,) with 60.6% scoring above 90% (40 students.) This indicates that the majority of students enrolling in CHEM 1 have a basic understanding of math. (b) Quiz 7 is used to assess knowledge of atomic structure, molecular structure, chemical reactivity, stoichiometry and chemical calculations. The average score for this quiz was 76.4% for the 52 students that participated in it. Of the students that participated, 70% of them scored 70% or higher (36 students,) with 52% scoring 90% or more on the quiz (27 students.)	(a) The basic mathematical abilities needed in the beginning of CHEM 1 are covered in the current math prerequisite for this course, but there is still a large difference between the students that have advanced math skills in comparison to the students that have the bare minimum. This was addressed in the rewrite of the COR for this course, but as no other community college that was researched requires the equivalent of math 55 as a prerequisite, the current prerequisite was amended to recommend math 55 to be taken before chem 1. The assignment that was given to assess this particular SLO is sound and will be used in the future, as the method to assess this particular objective, and any notable differences will be noted as a result of the prerequisite amendment. (b) This method of assessment led to data that were well within the appropriate boundaries for a course as rigorous as chemistry. After a badly	There were no changes made from the previous assessment for part a, as it is an effective way to assess students' ability to perform mathematical conversions. The results from last semester and this semester are very similar, with fewer students scoring above 90% but almost the same percentage of students scoring a minimum of 70% on the quiz used to assess this particular SLO. For part b of SLO 1, a quiz was used instead of test questions as per the request made in the SLO form submitted last semester to use only one type of assessment. Quizzes were used for all SLO 1 assessments. Quiz 7 was used for this purpose. The results are that the average is lower than last semester. The quiz was more challenging than the questions that were used for this purpose last semester, which would explain the data, but the data for the spring semester is acceptable, and higher than expected in a chemistry class. The numbers reported this time include the population that achieved at each milestone. A few changes have been made to this SLO since the last reporting period: There is no longer an a b c component to it, and the math prerequisite has been amended to recommend math 55 (the next higher math class to the current prerequisite) as a class to be completed before enrolling in Chem 1.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Spencer)	(a) The baseline knowledge of entering students in the area of mathematics will be determined. (b) Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations	(a) Quiz 1 assesses basic mathematical abilities using unit conversion problems. According to the scores of the students that participated in the first quiz (66 students,) 89.4% scored between 70-100% (59 students,) with 60.6% scoring above 90% (40 students.) This indicates that the majority of students enrolling in CHEM 1 have a basic understanding of math. (b) Quiz 7 is used to assess knowledge of atomic structure, molecular structure, chemical reactivity, stoichiometry and chemical calculations. The average score for this quiz was 76.4% for the 52 students that participated in it. Of the students that participated, 70% of them scored 70% or higher (36 students,) with 52% scoring 90% or more on the quiz (27 students.)	needed change in textbook, students were quizzed on material directly out of the book in addition to the notes they took in class. The students are not accustomed to having to use the textbook, and became more in touch with its usefulness as the semester continued. Depending on the students' hesitance to use the textbook, more quizzes may be introduced that are more dependent on the book, and some tactics learned in Reading Apprenticeship training may be used in class as well.		
		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 safety rules, standard emergency procedures, and Material Data Sheets;	The average laboratory score relevant to the two SLOs was 93%.	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 4% decrease in attendance and completion of labs. No changes in pedagogy are planned for next semester.	The above data shows a 4% decrease from previous assessment results.	
		SLO #2 (Spencer)	(a) students will be capable of performing accurate quantitative measurements,	(a) Specific laboratory reports are used to assess the students' ability to perform accurate quantitative	(a) The above data shows that the laboratory setting is a very good	The only changes made to part (a) were the particular experiments chosen as assessment tools. Experiments change	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Spencer)	<p>interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory safety rules, standard emergency procedures, and Material Data Sheets; Since handling chemicals safely is crucial for student's health, it is expected that all the students will score 80% or better on the safety quiz</p>	<p>measurements, interpret experimental results, perform calculations on the experimental results and draw conclusions from the data. The average score for the report for experiment 1 is 19.67 points out of a possible 20 points, or 98.4%; 63 out of 66 students that participated in this lab activity, earned a perfect score on this report. The average score for the report for experiment 12 is 18.69 points out of a possible 20 points, or 93.5%; 59 out of 66 students that participated in this lab activity, earned a perfect score on this report. The average score for the report for experiment 24 is 17.38 points out of a possible 20 points, or 86.9%; 55 out of 63 students that participated in this lab activity, earned a perfect score on this report. This is a high average, which is expected because the students are encouraged to work together and to discuss questions with each other and the professor if there is any difficulty. They also have their notes and lab book available to them as reference.</p> <p>(b) The first laboratory meeting includes an extensive discussion on laboratory safety in which the students learn about the hazards of working in a chemical lab, steps to take to minimize exposure, and potential hazards, and the proper procedures to take in any emergency that may occur. Each piece of emergency equipment is discussed at its location, and demonstrations given when appropriate. The second meeting begins with a safety quiz. The average score on the quiz was 14.2 points out of 15, which represents a score of 95%, with 75% of the students (46 students) receiving a perfect score, and the remaining participating students (15 students) receiving an 80%. This score is high, but is expected to be such since the students know they are having a quiz, they know it is on safety, the majority of the safety issues in</p>	<p>learning environment for the students. Their demeanor in lab, as compared to the classroom, also shows this. The lab is the place for hands on learning, and interaction with peers. The interaction coupled with the low stress environment of having unlimited resources (books, notes, computers, peers) allow students to achieve high marks in this area of the class, which increases confidence.</p> <p>(b) The data indicate that the students are mindful of their safety. High scores in this area are not unusual, they are actually expected, as the students pay better attention to issues involving potential personal harm. I don't plan to change anything about my teaching of this particular topic next semester.</p>	<p>from semester to semester, more so since last semester as there was a change in textbook. The same objectives were covered though. The results were very similar to last time with high marks earned on lab reports.</p> <p>There were no changes made to part (b) as the safety quiz used is comprehensive and adequate for the purposes of this objective.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Spencer)	(a) students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory safety rules, standard emergency procedures, and Material Data Sheets; Since handling chemicals safely is crucial for student's health, it is expected that all the students will score 80% or better on the safety quiz	laboratories are common sense, and they are interested in paying attention when we are discussing potential danger.	(a) The above data shows that the laboratory setting is a very good learning environment for the students. Their demeanor in lab, as compared to the classroom, also shows this. The lab is the place for hands on learning, and interaction with peers. The interaction coupled with the low stress environment of having unlimited resources (books, notes, computers, peers) allow students to achieve high marks in this area of the class, which increases confidence. (b) The data indicate that the students are mindful of their safety. High scores in this area are not unusual, they are actually expected, as the students pay better attention to issues involving potential personal harm. I don't plan to change anything about my teaching of this particular topic next semester.	The only changes made to part (a) were the particular experiments chosen as assessment tools. Experiments change from semester to semester, more so since last semester as there was a change in textbook. The same objectives were covered though. The results were very similar to last time with high marks earned on lab reports. There were no changes made to part (b) as the safety quiz used is comprehensive and adequate for the purposes of this objective.	
		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	The average laboratory score relevant to the two SLOs was 100%.	The data indicates that no changes need to be made for this SLO next semester.	The above data shows a 0% change from previous assessment results.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	communication skills; students will complete legible and complete laboratory reports.	The average laboratory score relevant to the two SLOs was 100%.	The data indicates that no changes need to be made for this SLO next semester.	The above data shows a 0% change from previous assessment results.	
		SLO #3 (Spencer)	(a) students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to display and analyze experimental data; (b) Students will demonstrate effective written scientific communication skills; students will complete legible and complete laboratory reports	(a) Exercises 2 and 9 are lab exercises that are specifically designed to incorporate computers into the laboratory experiments. Students gather data that is then used to plot a graph using excel, and the various tools available in the program are used to obtain information about the graph and the experiment. This Lab exercise is used to assess the students' ability to use computers in a lab setting and for experiments. The average score on this report was 18.3 points out of 20 points or 91.5% with 48 out of 55 participating students achieving a perfect score on this report. (b) The laboratory reports listed above and the assignment 2 were used to assess the students' ability to express scientific concepts in writing. Because the laboratory reports involve short answers and short explanations the average score for the report 5 is 18.26 points out of 20 with 91.4% of the students (53 out of 58 participating students) earning a perfect score. The average score for report 11 is 18.91 points out of 20 possible points with 93.1% of the students (54 out of 58 participating students) earning perfect scores on this report. Assignment 2, on the other hand was an assignment where the students were asked to explain a postulate in writing that was discussed in class. Writing assignments are always subject to non-objective grading, but with following a common grading rubric, the average score was 7.4 out of 10 with only 51% of the students (31 out of 61 participating students) earning a perfect score. These results indicate that the students are learning the concepts to the degree where they can answer test	(a) The data indicates that the students are very computer savvy and are more than competent at using computers to interpret and analyze data, as well as to use excel to obtain statistical information on the data. This experiment will be used again next semester to introduce excel to students that have no prior experience in using the program, and to show students that have used excel, its usefulness in chemistry. (b) The data shows that students need more exposure to scientific writing, both as readers and as writers. More reading was given this semester than last semester, but not too much more writing. I plan to introduce writing in small increments to ease them into it, and use the same writing assignment assessed here as their ultimate writing assignment to see if there is any improvement, or I may make it worth more than 10 points to encourage them to work harder on it.	No changes were made to part (a) since last semester as these exercises use the computer more than any other in the class. The only change to part b is the specific reports that were assessed and that there were two assessed instead of 4. The data is similar whether two reports are used or four reports are used, and it was unnecessary to use more reports that show the same data. More reading was given, and the same main writing assignment was given, but this time allowing the students any reference material they wanted to complete the task. The grades were not significantly different between the two semesters.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Spencer)	(a) students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to display and analyze experimental data; (b) Students will demonstrate effective written scientific communication skills; students will complete legible and complete laboratory reports	questions, but not to the degree necessary to explain chemistry concepts sufficiently, despite the fact that they knew exactly what was going to be on the assignment, were allowed to work together and were allowed to use any outside reference material they wanted (notes, books, interne, etc.)	(a) The data indicates that the students are very computer savvy and are more than competent at using computers to interpret and analyze data, as well as to use excel to obtain statistical information on the data. This experiment will be used again next semester to introduce excel to students that have no prior experience in using the program, and to show students that have used excel, its usefulness in chemistry. (b) The data shows that students need more exposure to scientific writing, both as readers and as writers. More reading was given this semester than last semester, but not too much more writing. I plan to introduce writing in small increments to ease them into it, and use the same writing assignment assessed here as their ultimate writing assignment to see if there is any improvement, or I may make it worth more than 10 points to encourage them to work harder on it.	No changes were made to part (a) since last semester as these exercises use the computer more than any other in the class. The only change to part b is the specific reports that were assessed and that there were two assessed instead of 4. The data is similar whether two reports are used or four reports are used, and it was unnecessary to use more reports that show the same data. More reading was given, and the same main writing assignment was given, but this time allowing the students any reference material they wanted to complete the task. The grades were not significantly different between the two semesters.	
	CHLD 04	SLO #1	Students will compare, contrast, and analyze major developmental milestones for children from conception through adolescence in the	Research paper: 63% of the students were successful with this assignment completing it with a "C" or better, 37 % failed to submit their work so they weren't successful	To share with the students the value of the assignments as they bring clearness to the content being studied.	I will continue to use the rubric that was provided as it has proven to be a great help among students. The students who were not successful with this assignment failed to submit the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	CHLD 04	SLO #1	areas of physical, psychosocial, cognitive, and language development using standards research methodologies.	Research paper: 63% of the students were successful with this assignment completing it with a "C" or better, 37 % failed to submit their work so they weren't successful	Participation of assignment is necessary for full understanding of the development of the child. I will use early alert to help students to be successful.	assignment. Use early alert so students are successful.	
				Research paper: 89% of the students were successful with this assignment completing it with a "C" or better, 11 % failed to follow the rubric so they weren't successful	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. All students submitted the assignment which is a great success.	I will continue to use the rubric that was provided. The students who were not successful with this assignment didn't follow the guidelines. Providing articles on material that can be used for the paper. Use early alert so students are successful.	
				Writing Paper – Nature vs. Nurture – 33 students submitted the assignment. 32/33 = 97% of the students successfully completed this assignment with a "C" or higher, 1/33 or 3% of the students failed to follow the rubric. The student was allowed to review and resubmit making the appropriate changes but failed to do so. There were 8 students who chose not to submit the assignment and were not included in the results.	This is a great assignment that delves into the influences both through nature and nurture of a child's development and supports the understanding of child development and the many influences that impact the child's developmental domains.	There was an increase of 2% student success from when the course was previously taught online this semester. That was due to more students accurately submitting the assignment The altered rubric that was used the semester before implies that it provides additional clarification for students. Only 1 student failed to follow that rubric and was unsuccessful. This is a great assignment that delves into the influences both through nature and nurture of a child's development.	
		SLO #2	Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and atypical children's development.	100% of the students successfully completed this assignment with a "C" or better.	To continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content. It'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.	
				75% of the students successfully completed this assignment with a "C" or better. 25 % failed to follow the rubric or	To continue with these types of assignments as the students demonstrate	Continue to use the rubric as it provides clear expectations of the assignment. Use early alert so students are	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				failed to submit their work so they weren't successful	their knowledge and understanding of the topic and course content. It's important for students to understand the life experiences that affect our development. Students are able to relate better to the course material with this assignment. Enforcing that It does take an effort to complete the assignment and to not wait until the last moment which unfortunately happen too often.	successful.	
				I had 44 students actively enrolled after first census – 2 students were dropped after first census, thus I had 41/42 students who completed the course which equals 97% student retention. However, 6 of the 42 students stopped participating (should have dropped) and were sporadic with their submission of work. 36/42 = 89.7% of the students successfully completed the course with a “C” or higher.	I will continue to use the lifeline assignment as it's important for students to reflect on life experiences and the bearing it has on their personal development as they perceive those experiences. How they are raised will reflect on how they raise their children; thus affecting the development of the children.	There were no changes made from the previous assessment as this assignment requires students to reflect back into their life and how various life events may or may not have affected them and life's pathways/choices.	
		SLO #3	Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.	100 % of the students were successful with this assignment completing it with a “C” or better.	Students are able to relate to real experiences and can see the connections with them.	Continue to provide clear expectations of the assignment. Provide articles on material that can be used for the current chapter / work. Students were able to relate to the work as they enacted the chapters through scenarios. The students enjoyed the drama in the classroom.	
				75% of the students successfully completed this assignment with a “C” or better. 25 % failed to follow the rubric or failed to submit their work so they weren't successful	To share with the students the value of the assignments as they bring clearness to the content being studied. Participation of assignment	Provide clear expectations of the assignment. I Provided material that can be used for the current chapter / work. Students were given hands on participation with the work which helped each student to better succeed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				75% of the students successfully completed this assignment with a "C" or better. 25 % failed to follow the rubric or failed to submit their work so they weren't successful	is necessary for full understanding of the development of the child.	The students enjoyed the active participation in the classroom. When students miss class there is so much that is missed.	
				Observation paper of a classroom – 31 students submitted the assignment. 27/31 = 87% of the students successfully completed this assignment with a "C" or higher, 4/31 = 13% of the students failed to follow the rubric. The students were allowed to review and resubmit making the appropriate changes but failed to do so. There were 11 students who chose not to submit the assignment and were not included in the results.	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. I have developed MOU's with several school districts in the High Desert that hopefully will assist student with access to complete observations at their schools. 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.	There was a 4% decrease 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 11 students who failed to submit the assignment. I'm not sure if it was work schedules that prevented them to complete this assignment or not.	
	CHLD 06	SLO #1	Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families and what community support services and agencies are available to families within the community.	30/30 = 100% of the students were successful with completion of this assignment earning a "C" or higher, there were 7 students who failed to submit the assignment which resulted in a failing grade for this assignment	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This assignment provides students with the	There was an increase of 7% student success which resulted in 100% success which is a first for this particular assignment – this assignment will be used again.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	CHLD 06	SLO #1	Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families and what community support services and agencies are available to families within the community.	30/30 = 100% of the students were successful with completion of this assignment earning a "C" or higher, there were 7 students who failed to submit the assignment which resulted in a failing grade for this assignment	opportunity to learn about resources that are offered within their local and surrounding communities. The knowledge they gain from this assignment will provide them with the opportunity to share with their clients (families) that they may work with.	There was an increase of 7% student success which resulted in 100% success which is a first for this particular assignment – this assignment will be used again.	
				8/8 = 100% of the students were successful with completion of this assignment earning a "C" or higher, there were 7 students who failed to submit the assignment which resulted in a failing grade for this assignment	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This assignment provides students with the opportunity to learn about resources that are offered within their local and surrounding communities. The knowledge they gain from this assignment will provide them with the opportunity to share with their clients (families) that they may work with.	There was an increase of 7% student success which resulted in 100% success which is a first for this particular assignment – this assignment will be used again.	
		SLO #2	Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and communities.	31/37 = 84% of the students were successful in submitting their journals reflective of the SLO receiving a "C" or higher and 6/37 = 16% didn't submit the required journals to be successful with this assignment.	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 such as emails, the students were more successful with submitting their assignments.	There were a few changes on the journal assignments reflective of the current issues in our society. This is the third time to use journals as an assessment tool for this particular SLO. There was a 5% decrease with overall student success and that was based on the higher number of students with non-submission.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				8/14 = 57% of the students were successful in submitting their journals reflective of the SLO receiving a "C" or higher and 6/14 = 43% didn't submit the required journals to be successful with this assignment. One student failed to submit any journal assignments.	The journal questions provide students with the opportunity to reflect on the chapter/question and summarize their thoughts and understanding of the question by sharing their increased knowledge on child development. By taking a more personal approach with students such as emails, the students were more successful with submitting their assignments.	There were a few changes on the journal assignments reflective of the current issues in our society. This is the third time to use journals as an assessment tool for this particular SLO. There was a 20% decrease with overall student success and that was based on the higher number of students with non-submission.	
		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.	11/12 = 92% of the students were successful in completing this assignment and earning a "C" or higher. 1/12 = 8% of the students wasn't as successful by not following the rubric. There were 3 students who failed to submit the assignment thus I couldn't determine whether they fully understood this SLO	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This assignment provides students with the knowledge that their voice can be heard to advocate for children and families. It encourages empowerment for them and others. One person can make a difference and that supports community.	There were no changes made however, there was an 8% decrease in student success from the previous class. The difference being that all students submitted their assignment and followed the rubric that was provided.	
				33/33 = 100% of the students were successful in completing this assignment and earning a "C" or higher. There were 4 student who failed to submit the assignment thus I couldn't determine whether they fully understood this SLO	Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This assignment provides students with the knowledge that their voice can be heard to advocate for children and families. It	There were no changes made however, there was a 3% increase in student success from the previous class. The difference being that all students submitted their assignment and followed the rubric that was provided.	

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				33/33 = 100% of the students were successful in completing this assignment and earning a "C" or higher. There were 4 student who failed to submit the assignment thus I couldn't determine whether they fully understood this SLO	encourages empowerment for them and others. One person can make a difference and that supports community.	There were no changes made however, there was a 3% increase in student success from the previous class. The difference being that all students submitted their assignment and followed the rubric that was provided.	
	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 philosophy.	93% of the students were successful in completing this assignment with a "C" or better, 7% of the students didn't turn in the assignment.	Work closely with the students and early alert for the students to meet with success. Review assignments and stress that participation of all assignments is necessary for understanding of subject matter. The rubric is a great tool for the students to follow.	I will continue to use the rubrics as they provide clarity of the expectations for the assignment when the student follows the rubric guidelines.	
		SLO #2	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 those with diverse characteristics and their families.	All students submitted assignment. - There was much discussion in the classroom with doing a compare and contrast report. Which helped with the success of the assignment.	To continue with these types of assignments as the students demonstrate their knowledge and understanding of the topic and course content. The students got a better understanding about how to complete a compare and contrast report because we shared in depth in class which helped the students who were unfamiliar with what was being asked in the assignment.	I shared with the student's - information what is a compare and contrast report prior to having the students write their report. This gave a better understanding to the students what to look for at each site that they observed. Also students shared what they learned from the assignment which brought out some lively discussion.	
		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 classroom environment and community.	All 22 students submitted the assignment and all received a grade of C or above.	Working closely with the students and early alert for the students to meet with success is beneficial. Stressing the importance of submitting work as assignments are necessary for full understanding of the whole child.	The rubric provides clear expectations of the assignment. All students submitted the assignment. Emphasizing the importance of following the rubric and turning in their work enhances the learning experience. There were in depth discussions in the classroom which added to the success of the research paper. Students were given some excellent web sites that they could utilize.	

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	CHLD 14	SLO #1	Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice.	Discussion Starter Questions- There were eight writing assignments to this component to cover all aspects of this SLO. With a total of 35 of the 43 enrolled students completing 6 or more of the assignments (leading to completing 75% or more of the assignment), which led to the results of 32 or 91% of those who completed the majority of the assignment receiving a "C" or higher, while 3 or 9% of those who completed the majority of the assignment receiving a "D" or lower. The other students who completed 5 or less where not included in the analysis.	The discussion starter papers do a good job of assessing strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice as they cover the areas of this SLO and can be used either in live classes or online to teach the material. Future classes may assign specific discussion starter questions, instead of giving students several topic options.	Discussion Starter Questions were used for this SLO. It appears that students still have a difficult time with completing the critical thinking aspect of the Discussion Starter Questions. The main difficulty was that students struggled with submitting the paper on time or according to requirements. Will explore areas to get students to submit papers on time.	
		SLO #2	Analyze the nutritional needs of children at various developmental stages and evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers, and families.	Observation Paper - of the 43 students enrolled 40 students completed and submitted the observation paper. Of the 40 who completed the observation, the results were 38 or 95% receiving a "C" or higher, while 2 or 5 % received a "D" or lower.	The observation allows the students to have hands on experience to analyze the nutritional needs of children at various developmental stages and evaluate regulations, standards, policies, and procedures related to health, safety, and nutrition in support of young children, teachers, and families and write up a report on their observation and this is a good tool for the assignment. Due to the positive student response, the paper will remain the same.	No changes to the observation paper as the paper continues to show positive results for the SLO	
		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	Discussion Starter Questions- There were eight writing assignments to this component to cover all aspects of this SLO. With a total of 35 of the 43 enrolled students completing 6 or more of the assignments (leading to completing 75%	With the discussion starter questions and discussion boards, the students are taught to identify and distinguish aspects of quality in programs for	No changes to the Discussion Starter Question or the observation paper.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	collaboration with families and the community.	or more of the assignment), which led to the results of 32 or 91% of those who completed the majority of the assignment receiving a "C" or higher, while 3 or 9% of those who completed the majority of the assignment receiving a "D" or lower. The other students who completed 5 or less where not included in the analysis.	young children as related to health, safety, and environmental risks and acknowledge the value of collaboration with families and the community. The observation allows the student to observe the classroom, apply what they have learned, and write up an observation that reinforces what they have learned.	No changes to the Discussion Starter Question or the observation paper.	
CHLD 19B		SLO #X1	Analyze the effectiveness of human behavior and communication on the functioning of early childhood organizations and individuals within early childhood programs.	9 out of 10 students completed the assignment, 8 received a grade of a "A", 1 student received "B" for lack of key components needed in board. 1 student chose not to complete this assignment.	There are no changes planned, the communication board is important for tool in a classroom/center.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.	
		SLO #X2	Evaluate organizational relationships and applications of problem-solving and decision-making strategies within the program.	7 out of 10 students completed the assignment and all earned grade of a "A". Three students chose not to complete the assignment.	There are no changes planned, the training is important for students to understand the Importance of presenting topics to both staff and parents.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.	
		SLO #X3	Evaluate a foundational curriculum consisting of developmentally appropriate principles and teaching strategies	10 out of 10 students completed the assignment, 9 with a grade of a "A". 1 student completed with a "B" as they were missing key components necessary to fully evaluate a teacher.	There are no changes planned, the writing paper is important for students to understand.	There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow.	
CHLD 35A		SLO #1	Research and critically assess appropriate, positive guidance techniques for dealing effectively with children's behavior.	27 out of 36 student turned in the Research Paper and 30/36 students turned I the Observation paper. For the Research paper the grades were as follows: A= 19, B= 4, C= 3, D=1, F= 1 (plus 9 not turned in) For the Observation paper the grades were as follows: A= 27,B=2, C=0, D=1, F= 0 (plus 6 not turned in)	I will again revise the Research and Observation paper: I will make this one assignment and adjust the rubric accordingly. I will also give examples of quality work in order for students to have an example to base their work off of. In addition to this, the assignment will be due weeks prior to the end of	I took away the behavioral plan assignment and made changes to the observation assignment to include this component.	

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	CHLD 35A	SLO #1	Research and critically assess appropriate, positive guidance techniques for dealing effectively with children's behavior.	27 out of 36 student turned in the Research Paper and 30/36 students turned I the Observation paper. For the Research paper the grades were as follows: A= 19, B= 4, C= 3, D=1, F= 1 (plus 9 not turned in) For the Observation paper the grades were as follows: A= 27,B=2, C=0, D=1, F= 0 (plus 6 not turned in)	the semester instead of the last week in order to allow for time to correct or expand on the assignment if necessary.	I took away the behavioral plan assignment and made changes to the observation assignment to include this component.	
		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.	The average grade for discussion groups for students who fully participated in this course was B+. There were a handful of students that did not meet the requirements, even after contact being made by me and the opportunity to go back and improve upon their work.	I need to work on explaining the expectations of how to submit and respond in the discussion groups. I will add an activity to the first week to help practice this skill before beginning the assignment portion.	The weekly discussion questions were divided by groups and initial post were made to one question and replies to another to divide the work among the students. This is also to help increase quality of work and decrease the work load for the 9 week course.	
		SLO #3	Facilitate and develop a partnership with the family that respects their knowledge of and concern for their child.	Students were able to make the connection from "school-to-home" with 95% accuracy in the discussion groups.	In order to expand on it, I would like to create an assignment that has the student create a packet or monthly newsletter to help encourage parents involvement and hints to help with challenging behaviors.	This portion was not changed, as there has been success with this method of assessment.	
	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.	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. Student Success – Of the 4 students -100% of the students were successful in completing their practicum hours and receiving an evaluation grading rubric from their mentor that provided good feedback as to the their interaction in the classroom.	This is a capstone course that allows for students the opportunity to demonstrate the knowledge they have acquired in other courses in the classroom environment under the supervision of their mentor. 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	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.	

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	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.	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. Student Success – Of the 4 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.	student on the days they volunteer. When it is an online class I am unable to observe and rely heavily on the information from the mentors. The mentor will continue to be a valuable component of this course.	There were no changes made from the previous time this course was taught. This is a key evaluation of the student as their mentor is in the classroom with them and continually is observing them and providing feedback to their interactions etc.	
		SLO #2	Design implement and evaluate curriculum activities that are based on observation and assessment of young children. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.	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. Student Success – Of the 4 students – 100% were successful in completing their curriculum / lesson planning and their teacher in charge week.	This is a capstone course and provides students with mentoring as they work/volunteer in the classroom working with young children and other teachers. This course offers the students hands on interaction of implementing their knowledge with curriculum, lesson planning, and engagement with the children through the creativity of the activities they have developed.	Students submitted activity planning forms supporting the activities they were providing to the students and how they aligned with the DRDP	
		SLO #3	Critically assesses one’s own teaching experiences to guide and inform practice by applying a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	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. Student success – Of the 4 students – 100% successfully completed this assignment,	This is an important component of this class. The information that is included in the portfolio indicates their knowledge and understanding of early childhood development.	There were no changes made as portfolios provide students the ability to show case their knowledge and understanding in working with young children and their families. This assignment is a necessary component in this class.	
	CHLD	SLO #1	Compare and contrast various	There were 19 students enrolled by the	I am going to move my	I provided more materials on conducting	

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	61	SLO #1	models for establishing a family day care home.	end of class. 10 (53%) students complete all of the assignments listed above. 1 student received "A"; 3 student received "B"; 4 received "C" and 2 "D". 9 (47%) students did not submit one or more of the assignments listed above. Of the 9 students 1 received a "C" and 1 received "D". The remaining students received "F" due to not submitting the assignment; submitting late or/and not following directions.	lectures around so my material's on conducting observations come before the students start conducting observations. I will also have them practice observing and provide more feedback. I am also going to re-write my syllabus and state at the beginning of the syllabus that this course will require you to conduct 4 observations of a FCC program or multiage early childhood facility.	observations and a sample observation. I did email and post reminders concerning submitting assignment on time.	
		SLO #2	Examine and implement state mandated regulations and laws.	100% (19) students completed the assignment. 42% (8) of the student received "A"; 42% (8) of the received "B"; 5% (1) received "C" and 11% (2) received F. The students who received "F" had responses that were not correct.	I will be checking to see if there is an updated "California Family Child Care Home Licensing Regulation" to provide to the class.	No changes were made this assignment.	
		SLO #3	Apply knowledge of child development to develop curriculum that meets the need of the children in care.	There were 19 students in the class and 84% (16) took the final. This was a 9% increase from 2015. Whereas more students did take the final less students passed. The percentage of students who passed the final with a "C" or better was 38% (6).	I am also going to eliminate the midterm and give a quiz each week. Having a quiz each week has been very successful in my other classes in preparing the students for the final. I will create a new final for this class.	I but did review the textbook, lectures and handouts. I also relook at the questions on the final to assure they were clear and not confusing. Based on my review I did not make any changes.	
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.	Seventy-nine (79) students fully understood the Problem Solving through the Four(4) Step Process. Five (5) students developed their skills to increase their scores from 0 - +9 points which would equal 80% effectiveness. Another thirty-two (32) students demonstrated 90% effectiveness and another forty-two (42) demonstrated a 91% - 100% in their testing. All students improved with sixty-six (66) students or 84% attaining a score of 110 points or greater on the AFCT Test. *Please Note The U. S. Army considers a soldier to be	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 soldiers throughout the intense three(3) week course. This increase of quizzes (3 more) as well as previous semester changes continued to increase understanding of word problems in mathwhich resulted in no failures in the soldier's understanding.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	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.	successful in class with a +8 -+10 point gain from their current GT Score. Once realizing a score of 110 on the AFCT Test, the soldier has completed as high as he/she may go. There is no A, B, C, D, grading in this class. The U. S. Army administered AFCT Test is the only grade given.	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 soldiers throughout the intense three(3) week course. This increase of quizzes (3 more) as well as previous semester changes continued to increase understanding of word problems in math which resulted in no failures in the soldier's understanding.	
		SLO #2	Students will demonstrate proficiency using context, narrowing, or root words to select vocabulary choices.	Seventy-nine (79) students fully understood the approaches to learning vocabulary. Five (5) students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another thirty-two (32) students demonstrated 90% effectiveness and another forty-two (42) students demonstrated a 91% - 100% in their vocabulary/ word knowledge testing. All students improved with sixty-six (66) students or 84% attaining the 110 points or greater on the Final AFCT Test administered by the U. S. Army Education Office.	The data indicates that for the majority of students and in most respects all the students, a continuation of current practice is indicated.	There were no changes made in regards to practice tests and lessons from the previous assessment period. There was a continued reinforcement of seeing and learning new vocabulary which combined with one on one study sessions before or after class especially with English as a second language learners, resulted in no failures in word knowledge.	
		SLO #3	Students will demonstrate comprehension proficiency.	All students improved in understanding paragraph comprehension through the use of identifying the difference between stated, non-stated, implied and reference questions involving what the paragraph and accompanying questions asked for.	No changes planned.	There were no changes as students demonstrated a knowledge as to how to differentiate the different types of questions to the paragraphs that they were reading.	
	COSM 50A	SLO #1A	Student will perform the Board of Cosmetology approved safety and general disinfection/sanitation procedures in the work place to protect the consumer from the spread of contagious diseases; list safety and sanitation procedures for use of equipment, implements, and treatments.	COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 10 students: <ul style="list-style-type: none"> A=5 B=3 C=1 W=1 	Establish motivational conditions for learners by creating an atmosphere where learners feel connected, creating a challenging and engaging educational experiences that fosters critical thinking, self-confidence, and problem-solving. Identify strengths and weaknesses of coursework		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	COSM 50A	SLO #1A	Student will perform the Board of Cosmetology approved safety and general disinfection/sanitation procedures in the work place to protect the consumer from the spread of contagious diseases; list safety and sanitation procedures for use of equipment, implements, and treatments.	COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 10 students: • A=5 B=3 C=1 W=1	through student survey form. Flashcards have been incorporated into the coursework to enhance student learning and vocabulary retention.		
		SLO #2A	Students will effectively communicate ideas and information orally and written; applying elements of soft skills, team building, self-confidence, problem-solving, conflict management, assertiveness, and presentation.	COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 10 students: “A” (5) “B” (3) “C” (1) “W” (1)	Construction of a soft skills rubric that further details the expectations of learners to further build on handling conflict management, assertiveness, and presentation.	Constructing a classroom environment that fosters critical thinking, self-confidence, and problem-solving continues to be a measure in effective communication.	
		SLO #3A	Students will illustrate basic manipulative skills in the area of hair designing displaying basic understanding of the principles of hairstyling	COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 90% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 10 students: “A” (5) “B” (3) “C” (1) “W”(1)	Develop a systematic process that assists beginning learners to mimic skills and that are mandated by	Practical demonstrations	
	COSM 50B	SLO #1 (Blake)	Student manipulative and fundamental skills of haircutting by mastering cutting tools creating design style effects. Will demonstrate sufficient proficiency of cosmetology technical operations.	9/9 = 100% of the students completed the assessment for this SLO with a “C” or higher. There were 2 students who filed an incomplete due to medical reasons or shortage of hours. These students weren’t included in the assessment data provided. There were 2 students who filed an incomplete due to medical reasons or shortage of hours. These students weren’t included in the assessment data provided.	No changes	No changes on quizzes	
		SLO #2 (A)	Students will analyze and communicate relevant issues that address a successful client consultation; demonstrating knowledge	9/9 = 100% of the students completed the assessment for this SLO with a “C” or higher. There were 2 students who filed an incomplete due to medical reasons or shortage of hours. These students weren’t	Guest speakers with demonstrations and product knowledge for the students.	We incorporated quizlet which is a great asset to the students, helps students with their Exams. And Study Guides.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (A)	and competency in understanding hair analysis, hair structure, texture, proper shampooing, and recognizing the varied types of hair loss and disorders.	t included in the assessment data provided. There were 2 students who filed an incomplete due to medical reasons or shortage of hours. These students weren't included in the assessment data provided.	Guest speakers with demonstrations and product knowledge for the students.	We incorporated quizlet which is a great asset to the students, helps students with their Exams. And Study Guides.	
		SLO #3	Student will be able to communicate factors relevant in a successful client consultation.	9/9 = 100% of the students completed the assessment for this SLO with a "C" or higher. There were 2 students who filed an incomplete due to medical reasons or shortage of hours. These students weren't included in the assessment data provided. There were 2 students who filed an incomplete due to medical reasons or shortage of hours. These students weren't included in the assessment data provided.	Had more educators came students were totally engaged	Students had to explain how they achieved their haircutting for their project including the level of knowledge to achieve the proper haircut for a client.	
	COSM 50C	SLO #1	Student will demonstrate sufficient knowledge and competency in chemical services, chemistry of products, and selection of products to pass the State of California Cosmetology licensing exam.	23 Students passed with a "C" or better one dropped, 96 % retention	No changes	No changes on quizzes	
		SLO #2	Students will analyze and interpret hair coloring procedure according to the client need. Students will demonstrate proficiency in hair coloring procedure as outline from the Board of Barbering and Cosmetology Performance Criteria for licensing.	23 Students Pass with "C" or better one dropped, 96 % retention.	Guest speakers with demonstrations and product knowledge for the students.	We incorporated quizlet which is a great asset to the students, helps students with their Exams. And Study Guides.	
		SLO #3	Students will successfully determine their client's hair coloring needs using salon terminology, and to communicate with diplomatically with clients using customer service skills.	23 students passed with a "C" or better , one dropped 96 % retention	Have more educators come.	Students had to explain how they achieved their haircolor for their project including the level of color , strength of developer, and how they applied it	
	COSM 51A	SLO #1	The students will demonstrate the ability to	Students enrolled in the course. Exams and quizzes are implemented detailing nail	Faculty will continue to align the student learning	The changes made in the coursework employed terminology flashcards; the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	COSM 51A	SLO #1	render nail services in a safe environment including identifying structure and composition of nails and growth cycle.	<p>technology. The student enrolled successfully completed the required coursework with "C" grade or better.</p> <ul style="list-style-type: none"> A = 8 B = 8 C = 5 D = 2 F = 1 	<p>outcomes to the mandates of the Board of Barbering and Cosmetology. Interactive cosmetology skills demonstrated by students achieve the desired results of success for students when tested by the cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.</p>	<p>ability to remember terms will assist learners to be test-wise. Another strategy to promote success of learners by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.</p>	
		SLO #2	The students will demonstrate knowledge and prepare a manicure table preparation, basic manicure, pedicure, hand, arm, foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria for licensing.	<p>Students enrolled in the course. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. One student enrolled successfully completed the required coursework with a "C" grade or better</p> <ul style="list-style-type: none"> A=8 B=8 C=5 D=2 F=1 	<p>There are no changes to be implemented at this time; continue to evaluate the quality and quantity of student's learning through dialogue with faculty and students. Properly use assessments to provide evidence of learning and use rubrics as the gauge for learners to understand the measurement of each performance assignment. Encourage learners to engage in performance assessment for success in the coursework.</p>	<p>Retention results are 100 % my success rate is 87 %</p>	
		SLO #3	Students will illustrate understanding and competency in Acrylic (Methacrylate) nail application.	Nothing on Word Doc	Nothing on Word Doc	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	<p>Students acquire a thorough understanding of theory and practical applications of all pertinent subjects dealing with skin care though formative assessments. Direct observation, guided questions, in-class activities, and practical examinations are part of the collected</p>	<p>I will promote learning reinforcement to guide and direct students so that they will understand the components of skin diseases, disorders and structure. Adhere to</p>	<p>Students are given a rubrics for each assignment which is a measurement of the expectation of performance to each assignment. Students are given the opportunity to interact with faculty and participate in collaborative discussion with peers. There is continuous</p>	

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	COSM 51B	SLO #1	measures to use Universal Precautions to prevent spread of diseases.	data. There are five students enrolled in the course and four pass the course successfully with a "C" grade or better. One student neglected numerous assigned activities, homework, practical/written examinations and poor attendance, which resulted in a failing grade. The retention rate was 100%. The success rate 80%.	updates on a regular basis due to college, state, and industry changes.	evaluation of the student's problem area by the faculty to encourage better progress. Integrating student peer involvement in evaluation process has given good results.	
		SLO #2	The students will identify various types of hair removal methods, cosmetic uses, products for facials, massage manipulations and their effects; define memorize, and demonstrate skin care terminology and procedure.	Students acquire a thorough understanding of hair removal methods, cosmetics uses, and basic facial care through summative assessments. Projects, examinations, in-class activities, research papers, and practical examinations are part of the collected data. There are five students enrolled in the course and four pass the course successfully with a "C" grade or better. One student neglected numerous assigned activities, homework, practical/written examinations and poor attendance, which resulted in a failing grade. The retention rate was 100%. The success rate 80%.	Additional instructional strategies will include a combination of problem-based and project-based instruction, strategies for reading information and for following directions using technical manuals for skincare equipment and products. Develop two benchmark assessments to determine if the students are mastering the content.	Students are given a rubrics for each assignment which is a measurement of the expectation of performance to each assignment. Students are given the opportunity to interact with faculty and participate in collaborative discussion with peers. There is continuous evaluation of the student's problem area by the faculty to encourage better progress. Integrating student peer involvement in evaluation process has given good results.	
		SLO #3	The student will orally explain the elements involved in client consultation.	Students simulate salon environment and situations that will help them understand diplomacy and work ethics in the salon. Developing customer service skills is paramount in the service industry. Five students enrolled in the course, four students successfully completed the required coursework with a "C" grade or better. One student neglected numerous assigned activities, homework, practical/written examinations and poor attendance, which resulted in a failing grade. The retention rate was 100%. The success rate 80%.	By roll playing in scenarios in a salon industry work environment, students experience both positive and negative situations that may occur on a client or in the workplace. The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students.	By working in groups, students discuss, evaluate and interact in various situations and scenarios for a better understanding of the industry workplace. Customers are the main revenue for beauty professionals, developing customer service questions and scenarios acquaints learners to understanding client consultations.	
	COSM 51C	SLO #1	Students will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and analytical skills in developing and operating a Salon Business.	Career portfolio is the capstone assignment of collective documents to showcase learner's accomplishments, skills, and abilities. Cosmetology Career Portfolio –An assembly of documentations exhibiting resume, transcripts, references, personal and professional development. The portfolio is a marketing tool that	Encourage active participation and completion of all theoretical and practicum assignments that prepares learners to think critically and understand the workplace dynamics.	Four 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. Unfortunately, there is no way to prohibit external factors that may cause students to stop attending	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	COSM 51C	SLO #1	Students will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and analytical skills in developing and operating a Salon Business.	<p>enables students to employ concepts, and practices displaying knowledge of the cosmetology environments. The value of the career portfolio:</p> <ul style="list-style-type: none"> • Show samples of your work to the employer, a demonstration of your hands-on abilities gained from coursework and projects. • Help you visually add to your interview answers, provides an impressive method of showcasing your accomplishments, training, and experiences. <p>Five students were enrolled in this course, four students successfully completed the required coursework with "C" grade or better. Due to external factors, one student stop attending the seventh week of instruction, she didn't complete capstone project, homework assignments, examinations, thus, lack of attendance in the latter part of the course led to a failing grade. The results are four students successfully completing the course reflected 80 % success rate.</p>	Encourage active participation and completion of all theoretical and practicum assignments that prepares learners to think critically and understand the workplace dynamics.	class, but when possible continue to assists.	
		SLO #2	Students will dramatize interviewing techniques to complete an effective interview in preparing for employment, resume development, and demonstrate an understanding of the necessary skills needed for professional development in the workforce.	<p>Writing employment documents – "resume and cover letter"</p> <ul style="list-style-type: none"> • Summarizing qualifications and accomplishments • Design effective employment tools • Outlining developed skills • Marketing personal and professional strengths <p>The resume and cover letter activity was successful and completed by five students, which is an effective employment tools. The results of four students successfully completing the course reflected 80% success rate, one student didn't complete the course.</p>	Faculty will continue to align the student learning outcomes to the needs of prospective employment. Focusing on the needs of the industry is important in preparing students for the workforce. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.	The changes made from previous assessments contributed to effective resume and cover letter writing. The changes included writing practice worksheets for students to use to practice writing. On these worksheets, students learn to improve their writing by finishing the story, responding to questions, writing in practical situations, arguing a position, and writing creatively. Students constructed resumes and cover letters developing professional documents. The spark of excitement was created due to preparing relevant tools to pursue a job in their career choice	
		SLO #3	Students will be able to communicate how to build	In-class presentations are scenarios created by students to design strategies to	Learners develop a handful of useful techniques that	The students achieved high grades due to their self-direction in the coursework.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	and expand a client base.	<p>capture their audience and persuade them to purchase services. Students create marketing strategies to build client services and maintain a client base. All students completed their homework assignments, projects, and activities. Test scores were above average, which attributed to the successful passing of all learners (one A; three B grades). The four students enrolled in the course successfully completing the course reflected 80% success.</p>	<p>are relevant in their careers and lives. Connecting learning to the real world by illustrating real-life scenarios is imperative in cosmetology skills, therefore, instructors employ methods that engage the beauty professional. Faculty will continue to align the student learning outcomes to the mandates of the Board of Barbering and Cosmetology. Interactive cosmetology skills demonstrated by students achieve the desired results of success for students when tested by the cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to affirm or improve the cosmetology program.</p>	<p>The students developed verbal and written communication skills, A) speak intelligently with confidence, B) listen with discernment, and C) be computer literate. There are no changes scheduled for this course, but faculty will continue to promote success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course.</p>	
	COSM 52	SLO #1	Upon successful completion of this course student will have achieved sufficient proficiency of Cosmetology operations to pass the Board of Barbering and Cosmetology Licensing state exams.	<p>The scope of the National Cosmetology Practical Examination includes (8) core domain services. These core domain subject-matters are based on national job analysis; demonstrated as weekly assessment to ensure competencies are learned. Students must pass the methods course with a C or better. Seventeen students are enrolled in the course and successfully completed the coursework with a "C" grade or better. This represented 100% success rate in the course and retention.</p>	<p>The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. Involving student peer collaboration in process has proven good results in the learning process. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning</p>	<p>Integrating student peer involvement in evaluation process has given good results. Tests are evaluated by faculty and students for collaboration for improvement. Student performs cosmetology procedures during weekly exams, is evaluated by faculty and feedback is given to ensure skill is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	COSM 52	SLO #1	Upon successful completion of this course student will have achieved sufficient proficiency of Cosmetology operations to pass the Board of Barbering and Cosmetology Licensing state exams.	The scope of the National Cosmetology Practical Examination includes (8) core domain services. These core domain subject-matters are based on national job analysis; demonstrated as weekly assessment to ensure competencies are learned. Students must pass the methods course with a C or better. Seventeen students are enrolled in the course and successfully completed the coursework with a "C" grade or better. This represented 100% success rate in the course and retention.	and student success.	Integrating student peer involvement in evaluation process has given good results. Tests are evaluated by faculty and students for collaboration for improvement. Student performs cosmetology procedures during weekly exams, is evaluated by faculty and feedback is given to ensure skill is in line with expected outcomes for the Board of Barbering and Cosmetology mandates for licensing and Barstow College requirements.	
		SLO #2A	Upon completion of this course student will have knowledge of cosmetology theoretical principles, rules & regulations, and Performance Criteria to pass a Board of Barbering and Cosmetology licensing state examination.	The National Cosmetology examination is the national licensure examination for Cosmetology, administering a replication of this examination prepares the prospective candidates for licensing. This formative method of assessments summarizes the competencies students have learned at the conclusion of an instructional segment. Seventeen students are enrolled in the course and successfully completed the coursework with a "C" grade or better. This represented 100% success rate in the course and retention.	The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success. The pass rate for students continue to be over 80% for cosmetology licensing.	The State Board Resource Center has recently provided additional testing tools that further enhance student's ability to pass their written examination. Updated testing tools have been beneficial to student successfully passing and licensing.	
		SLO #3A	Upon completion of this course students will have learned theory, manipulative and analytical skills to obtain receipt of licensure, thus, employment in entry-level positions in cosmetology or a related career field.	Practical examinations are replicated from the National Interstate Council of Board of Cosmetology, (NIC). Formative and Summative assessments clarify the targeted standards and benchmarks for instructors and students. Electronic examinations provide a portal of quality materials for exam preparation to help students pass the cosmetology licensing exam. Flashcard vocabulary reinforces learned theoretical content for preparation of cosmetology licensing. Seventeen students are enrolled in the course and successfully completed the coursework with a "C" grade or better. This represented 100% success rate in the	The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success.	Continuing with assessment methods has provided 80% success rate in student licensing. The results has delivered positive student outcomes synchronous with Barstow College requirements.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A	Upon completion of this course students will have learned theory, manipulative and analytical skills to obtain receipt of licensure, thus, employment in entry-level positions in cosmetology or a related career field.	course and retention.	The faculty will continue to provide quality instruction and implement changes to improve the teaching and learning culture to create a positive impact for students. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success.	Continuing with assessment methods has provided 80% success rate in student licensing. The results has delivered positive student outcomes synchronous with Barstow College requirements.	
CSIS 1	SLO #2	Demonstrate understanding of basic concepts of Windows and its directory structure, and be able to use Windows commands.	Based on a hands-on lab, 14 out of 14 (100%) students successfully demonstrated understanding of SLO #2. Three (3) active students didn't perform this lab project.	None, as the success rate is 100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).		
			Based on a hands-on lab, 15 out of 15 (100%) students successfully demonstrated understanding of SLO #2. Two (2) active students didn't perform this lab project.	None, as the success rate is 100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).		
			Based on a hands-on lab, 32 out of 32 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform this lab project.	None, as the success rate is 100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).		
			Based on a hands-on lab, 33 out of 33 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform this lab project.	None, as the success rate is 100%. However, students are still to be encouraged to read and understand the lab notes faithfully and carefully follow the lab instructions.	No changes were necessary; as the success rate was PERFECT (100%).		
			Based on the final exam results, 14 out of 14 (100%) students successfully demonstrated understanding of SLO #1.	None; as the success rate is 100% PERFECT. Toward the end of the term, students	None, as the success rate was 100%.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Three (3) active students take the final exam.	are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.	
				Based on the final exam results, 17 out of 17 (100%) students successfully demonstrated understanding of SLO #1. All active students did take the final exam.	None; as the success rate is 100%, PERFECT. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.	
				Based on the final exam results, 31 out of 31 (100%) students successfully demonstrated understanding of SLO #1. Two (2) active students didn't take the final exam.	None; as the success rate is 100%, PERFECT. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.	
				Based on the final exam results, 32 out of 32 (100%) students successfully demonstrated understanding of SLO #1. All active students did take the final exam.	None; as the success rate is 100%, PERFECT. Toward the end of the term, students are needed to be reminded of the importance of understanding SLO #1. It is working.	None, as the success rate was 100%.	
		SLO #3	Show a basic understanding of computer programming; and how to create, compile, and execute a computer program using a high-level programming language.	Based on the final exam results, 14 out of 14 (100%) students successfully demonstrated understanding of SLO #3. Three (3) active students didn't take the final exam.	None. However, to maintain this perfect success rate, students are still reminded to read the lecture notes and the textbook, and faithfully participate on the discussion board has no problem grasping the concepts in SLO #3.	None, as the success rate was 100%.	
				Based on the final exam results, 24 out of 24 (100%) students successfully demonstrated understanding of SLO #3. Three (3) active students didn't take the final exam. Two (2) students had car issues; and the third student, reason is	None. However, to maintain this perfect success rate, students are still reminded to read the lecture notes and the textbook, and faithfully	None, as the success rate was 100%.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				unknown.	participate on the discussion board has no problem grasping the concepts in SLO #3.	None, as the success rate was 100%.	
				Based on the final exam results, 31 out of 31 (100%) students successfully demonstrated understanding of SLO #3. Two (2) active students didn't take the final exam.	None. However, to maintain this perfect success rate, students are still reminded to read the lecture notes and the textbook, and faithfully participate on the discussion board has no problem grasping the concepts in SLO #3.	None, as the success rate was 100%.	
				Based on the final exam results, 32 out of 32 (100%) students successfully demonstrated understanding of SLO #3. All active students did take the final exam.	None. However, to maintain this perfect success rate, students are still reminded to read the lecture notes and the textbook, and faithfully participate on the discussion board has no problem grasping the concepts in SLO #3.	None, as the success rate was 100%.	
	ECON 1	SLO #1	Application of trade Theory through case studies.	30 passed, 2 failed. The two that failed ended the class with a "C"	The method I provide for improving understanding of the material, encouraging reading and presenting economic and business articles for class discussion, appears to be successful and should be continued.	I believe changes made from previous classes were positive due to all 32 students receiving a passing grade and 9 an "A"	
		SLO #2	Understanding of Banking Theory through case analysis.	31 passed the final, 26 out of 32 passed quiz 3, which was more difficult due to more multiple choice questions	Please see SLO #1 #11	Please see SLO #1 #10	
		SLO #3	Recognition of global components essential for international GNP/GDP calculations.	30 passed 2 failed the two that failed ended the class with a "C"	Please see SLO #1	Please see SLO #1	
	ECON 2	SLO #1 (McQueen)	Incorporation of Business Planning utilizing Microeconomics principles. Core Competency:	From Moodle Grade book	The grades at the end were as follows: 20 A's, 9 B's, 8C's, 0D's and 1 F's I found that I had 7 more students	We seem to have in both my ECON 1 and ECON 2 a range of 80% retention so we were higher once again. I also added 3 students who needed this class to	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ECON 2	SLO #1 (McQueen)	Communication and Critical Thinking and Global Awareness and Personal/Professional Development Assessment Methods: Project or Presentation, Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions.	From Moodle Grade book	in class this FALL 2015 which I was happy about. Also I have decided that I need to remove a few more A's and create more B's and C's. For example last term A's were 63% and it dropped to 50%. I had 18% B's and not it was 23% B's and C's 9% and that rose to 20%. So by making this adjustment grade inflation in our ECON 2 class was diminished. A few terms ago I didn't have enough A's and B's so I had only gave students 10 points on my 2 extra credit midterm and final Current Events so I decided to offer them 25 points to bring up their grades. So I changed the 25 points for extra credit and make it only 15 points or 5 more points. In the process I notice that of the 40 or 7 extra students there were fewer A's and B's and a few more C's. What SLO's are to do is for us professors to make changes and see where it takes us. So I was happy that reducing the extra credit points created a better grade distribution that there was for the Fall 2015 term. Plus I had more students taking the class.	graduate so I was trying to help our students out especially the 2016 Spring term. I also found out with the additional additions and fewer self-drops it added 7 more students to our class this term from last term which was a plus.	
		SLO #1 (Vasconcellos)	Ability to recognize how market forces impact consumer and business decision making	Little awareness of market impact on consumer decisions; impact of not having prior course in economics (macro) might have some relevancy. Ending results showed 81% achievement in this area.	Continue with business plan model as means learning application.	Development of case studies and term project which incorporate business planning	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (McQueen)	<p>Comprehension of a High Tech Monopolization Case between Microsoft vs. Netscape Case forcing Microsoft to Pay Netscape damages with its inclusion of Outlook in its Windows Software.</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, and group discussions.</p>	From Moodle ~ 26/40 = 65% last time it was 24/33 responses = 73% response in comparison. What I noticed is that my goal was 70% so this Spring Term we were 5% lower than was expected.	I have decided that next time I need to send out a reminder in an email and not just add it to the instructor page expecting students to respond.	None I believe that a 70% rate is the normal rate of students completing this task. If another student was added it would have increase it to 70% for a student obtaining Extra Credit. Doing this by the way is not Mandatory.	
		SLO #2 (Vasconcellos)	Recognize the impact of microeconomics on managerial decisions relevant to the cost of resources	Mathematical analysis through practical application aided in culmination of 86% understanding of interaction between micro theory and management decisions	Future applications will involve additional finance/budget models necessary in furthering economic importance to managerial decision making.	None	
		SLO #3 (McQueen)	<p>Understanding how the New Health Care Act will affect Health Care costs and the indirect and direct taxes of most Americans.</p> <p>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.</p> <p>Assessment Methods: Essay or Writing Assignments, Project or Presentation,</p>	Taken from Moodle 26/40 when it was 25/33 responses = 73% esponse last term. What is interesting that the same percentage of 65% returned during the Extra Credit Final as the midterm.	I added above changes I will make. I add this extra credit because I find that a few students don't do well testing and it is there in case a student bombs the final so adding this has been helpful.	I will send an email prior to the exam for students to remember to do this assignment rather than only post it in my Introduction or Instructor postings. It seems as if students need more of a reminder than what is presented at the term Beginning.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (McQueen)	Multiple Choice, Demonstration, Research work, surveys, observations, interviews, chapter reviews, breakout sessions, group discussions, and questions.	Taken from Moodle 26/40 when it was 25/33 responses = 73% response last term. What is interesting that the same percentage of 65% returned during the Extra Credit Final as the midterm.	I added above changes I will make. I add this extra credit because I find that a few students don't do well testing and it is there in case a student bombs the final so adding this has been helpful.	I will send an email prior to the exam for students to remember to do this assignment rather than only post it in my Introduction or Instructor postings. It seems as if students need more of a reminder than what is presented at the term Beginning.	
		SLO #3 (Vasconcellos)	Understanding of consumer choice theory and applicability	Primary evidence from midterm exams determined that 58% of students understood subject; little change by end of semester (64%). Term projects reflected little comprehension in this area.	Greater class discussions on theoretical aspects of choice theory before insisting on term paper application might garner better results in this area.	Had not insisted on application toward final project until previous semesters.	
ELCT 70A	SLO #1A (O'Neal)	Explain the career paths available and provide an overview of the electrical trade	20 of 21 completed the course with a grade of "C" or higher, 1 student signed up but was a no show and was dropped by the instructor. The retention rate was 95% or 20 of 21 completing the course.	No changes in pedagogy planned at this time, course material is new and working well updates to curriculum will be made as new material from publisher is issued. Action plans for future is to increase enrollment and obtain new industrial electrical instructors to increase the program.	ELCT 70A was new for spring 2016 with no previous assessment data to review.		
	SLO #2A (O'Neal)	Explain the safety rules and regulations for electricians on the job site and the purpose of OSHA	20 of 21 completed the course with a grade of "C" or higher, 1 student signed up but was a no show and was dropped by the instructor. The retention rate was 95% or 20 of 21 completing the course.	No changes in pedagogy planned at this time, course material is new and working well updates to curriculum will be made as new material from publisher is issued. Action plans for future is to increase enrollment and obtain new industrial electrical instructors to increase the program.	ELCT 70A was new for spring 2016 with no previous assessment data to review.		
	SLO #3A (O'Neal)	Identify the methods used to bend, cut, thread, ream and install conduit	20 of 21 completed the course with a grade of "C" or higher, 1 student signed up but was a no show and was dropped by the instructor. The retention rate was 95% or 20 of 21 completing the course.	No changes in pedagogy planned at this time, course material is new and working well updates to curriculum will be made as new material from	ELCT 70A was new for spring 2016 with no previous assessment data to review.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A (O'Neal)	Identify the methods used to bend, cut, thread, ream and install conduit	20 of 21 completed the course with a grade of "C" or higher, 1 student signed up but was a no show and was dropped by the instructor. The retention rate was 95% or 20 of 21 completing the course.	publisher is issued. Action plans for future is to increase enrollment and obtain new industrial electrical instructors to increase the program.	ELCT 70A was new for spring 2016 with no previous assessment data to review.	
ELCT 70B		SLO #1	The student will be able to explain the proper application of fasteners relating to the electrical industry.	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 previous success of the ELCT 70E capstone class.	
		SLO #1A (O'Neal)	Explain and identify threaded and non-threaded fasteners use, voltage usage and how it's produced	24 of 26 completed the course with a grade of "C" or higher, 2 student were dropped by the instructor for lack of attendance. The retention rate was 92%.	No changes in pedagogy planned at this time, course material is new and working well updates to curriculum will be made as new material from publisher is issued. Action plans for future is to increase enrollment and obtain new industrial electrical instructors to increase the program.	ELCT 70B was new for spring 2016 with no previous assessment data to review. Older data from BCTT 70B will be archived and new information and name changes made for ELCT 70B.	
		SLO #2	The student will be able to explain the relationship between voltage, current, resistance and power and be able to calculate each type in a circuit.	72% of the students assessed completed the SLO with a "C" grade or better. The class "participation" dropped toward the end of the semester. Unusual group of students.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	
		SLO #2A ("O'Neal)	Explain differences between conductors, insulators, voltage, current and resistance and how they are related to each other	24 of 26 completed the course with a grade of "C" or higher, 2 student were dropped by the instructor for lack of attendance. The retention rate was 92%.	No changes in pedagogy planned at this time, course material is new and working well updates to curriculum will be made as new material from publisher is issued. Action plans for future is to increase enrollment and obtain new industrial electrical instructors to increase the program.	ELCT 70B was new for spring 2016 with no previous assessment data to review. Older data from BCTT 70B will be archived and new information and name changes made for ELCT 70B.	
		SLO #3	The student will be able to differentiate between series and parallel circuits and calculate resistance and	30% of the students assessed completed the SLO with a "C" grade or better. The class "participation" dropped toward the end of the semester. Unusual group of	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	capacitance in each type circuit.	students.	Changes will be made to the discussion question and quiz to enhance material coverage.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	
		SLO #3A (O'Neal)	Identify different test equipment and explain series, parallel and series-parallel circuits. Use Ohm's and Kirchoff's law to calculate resistance.	24 of 26 completed the course with a grade of "C" or higher, 2 student were dropped by the instructor for lack of attendance. The retention rate was 92%.	No changes in pedagogy planned at this time, course material is new and working well updates to curriculum will be made as new material from publisher is issued. Action plans for future is to increase enrollment and obtain new industrial electrical instructors to increase the program.	ELCT 70B was new for spring 2016 with no previous assessment data to review. Older data from BCTT 70B will be archived and new information and name changes made for ELCT 70B.	
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 previous success of the ELCT 70E capstone class.	
		SLO #2	The student will understand the purpose and necessity of the NEC, NEMA and NFPA and how they relate to electrical safety.	100% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	
		SLO #3	The student will understand the numbering system and insulation ratings of conductors used in the electrical industry.	83% of the students assessed completed the SLO with a "C" grade or better.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions. Changes will be made to the discussion question and quiz to enhance material coverage.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	
ELCT 70D		SLO #1	The student will understand the various formats, views and usage of electrical blueprints.	66% of the students assessed completed the SLO with a "C" grade or better. Only three student class.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	
		SLO #1A (O'Neal)	Explain and interpret electrical blueprints and construction documents, identify and explain the functions of different electrical devices, interpret the NEC requirements for	22 of 24 passed the course with a grade of "C" or better, resulting in a passing retention rate of 91% 2 of 24 did not complete the course work and failed due to personal issues and did not drop the course as required. 6 additional students signed up but were no	The above data indicates that the course was a success for a new live course and that our outreach and communication was successful. However we	ELCT 70D live was new for 2016 and no data exists, an online 70D has been offered in the past but will need to be revised as old curriculum is used and the instructor is not NCCER certified.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1A (O'Neal)	wiring devices	shows and dropped by the instructor.	can build on these results to improve the curriculum and course offerings. We did add two new instructors for fall of 2016. The online course will be revised for all the ELCT 70 series.	ELCT 70D live was new for 2016 and no data exists, an online 70D has been offered in the past but will need to be revised as old curriculum is used and the instructor is not NCCER certified.	
		SLO #2	The student will understand grounding and bonding requirements for safety in electrical installations.	66% of the students assessed completed the SLO with a "C" grade or better. Only three student class.	Text, quiz and discussion will be reviewed and updated to reflect textbook revisions.	No changes were indicated because of the previous success of the ELCT 70E capstone class.	
		SLO #2A (O'Neal)	Explain and interpret the NEC requirements for box mounting, grounding of residential services, calculate and select service entrance equipment, explain NEC residential requirements.	22 of 24 passed the course with a grade of "C" or better, resulting in a passing retention rate of 91% 2 of 24 did not complete the course work and failed due to personal issues and did not drop the course as required. 6 additional students signed up but were no shows and dropped by the instructor.	The above data indicates that the course was a success for a new live course and that our outreach and communication was successful. However we can build on these results to improve the curriculum and course offerings. We did add two new instructors for fall of 2016. The online course will be revised for all the ELCT 70 series.	ELCT 70D live was new for 2016 and no data exists, an online 70D has been offered in the past but will need to be revised as old curriculum is used and the instructor is not NCCER certified.	
		SLO #3	The student will understand the proper wiring methods for residential and commercial installations.	66% of the students assessed completed the SLO with a "C" grade or better. Only three student class.	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 previous success of the ELCT 70E capstone class.	
		SLO #3A (O'Neal)	Calculate branch circuit loads, select and size outlet boxes, explain rules in regards to HVAC and space heaters. Explain NEC rules and requirements for swimming pools, spas and hot tubs. Interpret the selection of wiring devices.	22 of 24 passed the course with a grade of "C" or better, resulting in a passing retention rate of 91% 2 of 24 did not complete the course work and failed due to personal issues and did not drop the course as required. 6 additional students signed up but were no shows and dropped by the instructor.	The above data indicates that the course was a success for a new live course and that our outreach and communication was successful. However we can build on these results to improve the curriculum	ELCT 70D live was new for 2016 and no data exists, an online 70D has been offered in the past but will need to be revised as old curriculum is used and the instructor is not NCCER certified.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A (O'Neal)	Calculate branch circuit loads, select and size outlet boxes, explain rules in regards to HVAC and space heaters. Explain NEC rules and requirements for swimming pools, spas and hot tubs. Interpret the selection of wiring devices.	22 of 24 passed the course with a grade of "C" or better, resulting in a passing retention rate of 91% 2 of 24 did not complete the course work and failed due to personal issues and did not drop the course as required. 6 additional students signed up but were no shows and dropped by the instructor.	and course offerings. We did add two new instructors for fall of 2016. The online course will be revised for all the ELCT 70 series.	ELCT 70D live was new for 2016 and no data exists, an online 70D has been offered in the past but will need to be revised as old curriculum is used and the instructor is not NCCER certified.	
	ENGL 101	SLO #1	Students will improve as writers in simple writing and fixing grammatical errors in sentences.	100% of the students demonstrated the ability to write simple sentences, understanding the subject/verb relationship. 90% were able to write more complex sentences with only minimal errors in spelling.	I still find the non-graded assignments conducive to opening up students to trying new ways of writing. Removing the fear of a bad grade allowed them to experiment and learn in a broader way.	No changes were made; I continued the non- graded and graded assignments.	
				80% completed assignment successfully			
				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 all SLOs.	Students need various opportunities to correct grammatical errors. They also need opportunities to see various examples of good writing.	Students had various opportunities to work on activities related to grammar. They worked cooperatively on activities where they had to find grammatical mistakes. They also did various reading activities in order for them to see what good writing looks like.	
				Students were assigned to write a Letter to the Editor. Students submitted seven revisions—each for specific grammar requisites.	Student fear of failure prompted the change to a more "lengthy" assignment. This fear needs to be addressed consciously.	Quantity of revisions was changed. Prior revisions were for several issues at one time. This semester the revisions were more manageable and spaced out.	
		SLO #2	Students will be able to read short prompt and respond appropriately in writing – response should clearly respond to prompt and have few grammatical errors.	88% completed assignment successfully			
				All students were engaged and eager to address "real world" issues. This may have ended up being as much about their finding their "voices" as addressing a prompt. All were successful.	Continue focusing on issues immediately relevant to students.	"Real world issues" was the area for suggested by last semesters assessment.	
				At the end of the course, there were 9 students on the roster. Of those students,	Most students were successful this semester. I	In addition to grammar, we also had essay discussions. This entailed	

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				9 completed the course, so 100% of students completed the course. Of the students who completed the course, 90% successfully met all SLOs.	will continue to incorporate readings, discussion, and various examples on how to clearly respond to prompts.	questions given to the group, aligned to the SLOs, in regards to the essays. For example, students discussed the theme and sub-themes in the essay. Students also had a chance to connect the essay to their own personal lives, other readings, and current issues that are relevant to the topic.	
				My students actually wrote a 5 page argument that included research and rudimentary citation. They found the experience interesting rather than terrifying as the exercises for it were ungraded.	No changes are planned at this time.	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.	92% completed assignment successfully			
				At the end of the course, there were 6 students on the roster. Of those students, 6 completed the course, so 100% of students completed the course. Of the students who completed the course, 90% successfully met all SLOs.	Students need to discuss essays cooperatively and at a deeper level. The expectations need to be clear ensuring critical thinking both in the discussion as well as in their writing.	Students had various opportunities to work on activities related to grammar. They worked cooperatively on activities where they had to find grammatical mistakes. They also did various reading activities in order for them to see what good writing looks like in terms of grammar and content.	
				Out of 24 students, 22 earned C or better, 91%	None (???) - this is one of my most popular lessons.	There was a 1% drop from last years' score, due to the number of students who were absent.	
				Students were given a writing assignment the first day of class. They were then given the exact same assignment after eleven weeks. Improvement was significant.	In a full semester class, using the exact prompt, given over with a significant time-span between them, for evaluation, is legitimate and useful. This will be incorporated again in a full-semester class.	This is the first time I have used this methodology, previously believing that redundancy in the prompt would lead to a false comparison. However, as this was a full semester class, student memory of the first writing was actually non-existent.	
		SLO #2	Students will be able to read short prompt and write a clear focused paragraph response – response should show clear understanding of	23/25 students earned a C or higher	This increased the percentage of people passing this SLO by 10%	Decided to use final results rather than midterm, because attendance issues were a problem this semester, 92%.	

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		SLO #2	paragraph structure, clearly respond to prompt and have few grammatical errors.	23/25 students earned a C or higher 92% completed assignment successfully	This increased the percentage of people passing this SLO by 10%	Decided to use final results rather than midterm, because attendance issues were a problem this semester, 92%.	
				All students wrote effective, coherent, letters with few grammatical errors.	Continue incorporation of real-world issues.	Incorporation of real-world", relatable, issues was suggested by previous assessment. Student engagement was evident.	
				At the end of the course, there were 9 students on the roster. Of those students, 9 completed the course, so 100% of students completed the course. Of the students who completed the course, 90% successfully met all SLOs.	Most students were successful this semester. I will continue to incorporate readings, websites, and cooperative activities to ensure their success.	Students were shown various readings and examples on how to respond to prompts.	
		SLO #3	Given a paragraph sample, students will be able to apply knowledge of paragraph structure to determine elements of paragraph.	100% completed the assignment successfully			
				I created Kahoot games for all of the skills required of the course. Students played the games as review of the skills, then were given a skill-knowledge test, followed by a practical application of those skills in the revision of paragraphs.	The results suggest that this is an effective methodology which should be repeated.	This was the first time that I evaluated both skill knowledge and practical application of skills in one assignment.	
				Out of 22 students who took this test, 20 passed (90%)	Continue using this	5% improvement over last semester- students respond well to the puzzle/game-like nature	
	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.	100% successful completion of assignment			
				13 of 14 students turned in a final research paper, but one student was granted an incomplete and is expected to complete this assignment by August 1st. The average grade was 60%.	Dr. Ranney and I are planning another learning community for the fall with a broader monsters theme. I think we will approach the class differently in terms of scheduling, which should help keep students	This was a unique class as it was a learning community tied to Biology 10 with a Zombie theme. One big difference from my other 1A classes in regard to this assignment is that the students were assigned a topic and not able to propose their own topic. I am not sure if this is the reason for the poor	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				13 of 14 students turned in a final research paper, but one student was granted an incomplete and is expected to complete this assignment by August 1st. The average grade was 60%.	on task better.	results received or if there was some other factor. The range of skills and abilities in this class seemed wider than in other classes and this may be why many students seemed to struggle.	
				15 of 20 students (75 %) demonstrated proficiency on the literary analysis essay, and 16 of 20 (80%) demonstrated proficiency on the ad analysis essay. Between the two assignments, 17 of 20 (85%) demonstrated proficiency on at least one attempt.	The students who struggled with these assignments primarily faced the issue of not understanding the assignment expectations. In the future, I will do two things: 1.) I will provide more example essays up front for students to see examples of strong work, and 2.) I will provide more practice opportunities early in the semester in order for me to give more feedback to students before they are assessed on this skill.	N/A. This is the first time I have taught this course.	
				60% of 15 students (or 9 out of the 15 students) on final exam essay reflect an understanding of reading analysis and extensive composition response to reading. The students in general comprehend the reading but struggle with writing an esoteric essay in formal tone that goes beyond the 3 to 5-paragraph essay model. Critical thinking skills as well as writing skills were lacking in final essay from 6 of the 15 students in class. The students who did not pass with a "C" or above on the final essay had numerous problems including student was struggling with the other essays in the class as well, the student did not do the final exam at all, the student did not do some of the essays in class (these essays are designed to help the student practice for the final essay), students who did not do as well on the final as on their practice essays due to lack of caring. The students who did not	In fall 2016(if I am teaching ENGL 1A on Moodle), I intend to continue what I have been doing, including using encouragement strategies with struggling students (to ask me or others for after-hours help with proofreading, editing and revising their expository writing so that their final exam essays improve). Also, I intend to add in more prep for the final essay to the course to help the students get ready to do their best work on the final exam.	My ENGL 1A 9-week online course students grasped the principles of the essay genres and writing and analysis strategies for the most part; this group of students was not as quick to pick up on the writing improvement strategies. My varied pedagogical techniques worked with most of this class. I worked on doing more emails and comments of an encouraging nature with this class which worked with some of the students who were struggling.	

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				<p>post their practice essays were emailed and encouraged to hand the essay in, even late, to bring up their grades and the students in all of my classes can revise any assignment as many times as they wish to get a higher grade. In grade comments in Moodle and in email, I encouraged these students to revise their essays. 2 of the 6 students revised their practice essays for a higher grade.</p>	<p>In fall 2016(if I am teaching ENGL 1A on Moodle), I intend to continue what I have been doing, including using encouragement strategies with struggling students (to ask me or others for after-hours help with proofreading, editing and revising their expository writing so that their final exam essays improve). Also, I intend to add in more prep for the final essay to the course to help the students get ready to do their best work on the final exam.</p>	<p>My ENGL 1A 9-week online course students grasped the principles of the essay genres and writing and analysis strategies for the most part; this group of students was not as quick to pick up on the writing improvement strategies. My varied pedagogical techniques worked with most of this class. I worked on doing more emails and comments of an encouraging nature with this class which worked with some of the students who were struggling.</p>	
				<p>Average of submitted essays was 74%. 12/14 or 86% of the students submitted the assignment, which 8/14 or 57% were successful with a "C" or higher, 4/14 or 29% didn't follow the guidelines, and 2/14 or 14% failed to submit the assignment.</p>	<p>The pass rate for this SLO is still poor though improving. Based on the number of students who participated (12), a pass rate of 8/12 or 67% illustrates a need for improvement still. As previously stated for SLO records for the Fall 2015 class, I have implemented more class activities to assist in comprehension of the assignment's rhetorical mode, which has led to some success. As well, 2/4 students who completed the assignment but did not receive a passing grade had committed plagiarism, leading to the poor grade; had they not committed plagiarism, their grades would have been passing. Knowing this, comprehension of the rhetorical mode was not</p>	<p>Based on the results of teaching this assignment last Fall 2015, the percentage of passing grades has gone up from 50% to 57%; the percentage of students who submitted but did not pass went down from 38% to 29%; however, the percentage of students who did not participate remained close to the same, going up from 13% to 14%. This assignment was not altered from the Fall 2015 course to this Spring 2016 course; however, more in-class practice for this assignment was implemented this semester. As a result, the class average and success rate improved.</p>	

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				<p>Average of submitted essays was 74%. 12/14 or 86% of the students submitted the assignment, which 8/14 or 57% were successful with a "C" or higher, 4/14 or 29% didn't follow the guidelines, and 2/14 or 14% failed to submit the assignment.</p>	<p>the issue but, instead, comprehension of plagiarism was. As well, these students did not feel that plagiarism was a concern or that revising the assignment was worth their time, so for the future, I will focus on clarifying plagiarism concepts prior to the completion of the assignment along with documentation criteria. I will also consider on adjusting the weight of the assignment to the overall grade in order to encourage students to not brush off the assignment as unimportant or inconsequential.</p>	<p>Based on the results of teaching this assignment last Fall 2015, the percentage of passing grades has gone up from 50% to 57%; the percentage of students who submitted but did not pass went down from 38% to 29%; however, the percentage of students who did not participate remained close to the same, going up from 13% to 14%. This assignment was not altered from the Fall 2015 course to this Spring 2016 course; however, more in-class practice for this assignment was implemented this semester. As a result, the class average and success rate improved.</p>	
				<p>Average of submitted essays was 76%. 16/20 or 80% of the students submitted the assignment, which 12/20 or 60% were successful with a "C" or higher, 4/20 or 20% didn't follow the guidelines, and 4/20 or 20% failed to submit the assignment.</p>	<p>Based on the number of students who participated (16), a pass rate of 12/16 or 75% illustrates a success with this SLO. As previously stated for SLO records for the Fall 2015 class, I have implemented more class activities to assist in comprehension of the assignment's rhetorical mode, which has led to some success. As well, 3/4 students who did not complete assignment had begun to no longer attend the class at the time this essay was assigned and submitted. However, only 2/4 students who submitted but did not pass optioned for a revision to help improve their grade,</p>	<p>Based on the results of teaching this assignment last Fall 2015, the percentage of passing grades has gone up from 50% to 60%; the percentage of students who submitted but did not pass went down from 38% to 20%; however, the percentage of students who did not participate went up from 13% to 20% although the actual number of students remained about the same, from 3 to 4. This assignment was not altered from the Fall 2015 course to this Spring 2016 course; however, more in-class practice for this assignment was implemented this semester. As a result, the class average and success rate improved.</p>	

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				Average of submitted essays was 76%. 16/20 or 80% of the students submitted the assignment, which 12/20 or 60% were successful with a "C" or higher, 4/20 or 20% didn't follow the guidelines, and 4/20 or 20% failed to submit the assignment.	which tells me that the points assigned to the grade are not a big concern for the students. Because of this, for the future, I will consider adjusting the weight of the assignment to the overall grade in order to encourage students to not brush off the assignment as unimportant or inconsequential. I hope this will not only encourage completion but also revision when applicable.	Based on the results of teaching this assignment last Fall 2015, the percentage of passing grades has gone up from 50% to 60%; the percentage of students who submitted but did not pass went down from 38% to 20%; however, the percentage of students who did not participate went up from 13% to 20% although the actual number of students remained about the same, from 3 to 4. This assignment was not altered from the Fall 2015 course to this Spring 2016 course; however, more in-class practice for this assignment was implemented this semester. As a result, the class average and success rate improved.	
				Out of 13 submitted assignments, 2/13 students received an "F" for not following assignment directions; 3 students received a "D"; 2 students received a "C"; 3 students received a "B"; and 3 students received an "A."	Many of the poor grades in this assignment came from a lack of following directions, so the first plan is to rewrite the assignment in a way that comes across as more clear. I am also planning on emphasizing via the Instructor's Board and in private messaging each week that the Lesson Plans have to be read before students attempt to write essays. I provide example essays and clear directions/tips in the Lesson Plans that many students do not read or incorporate. Emphasizing the importance of the lecture notes via multiple reminders may help students not cut corners by skipping the lecture and just trying to complete the assignment. I've designed this assignment to make it		

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				Out of 13 submitted assignments, 2/13 students received an “F” for not following assignment directions; 3 students received a “D”; 2 students received a “C”; 3 students received a “B”; and 3 students received an “A.”	relatable to students—they compare a piece of literature to how the message/idea plays out in the world today—and the accessibility of talking about how friendships decay today because of social media versus 100 years ago is a topic that students do seem to get excited about, so I plan to use the same literature.		
				Students scored 3.5 out of 5. Students are performing well in reading and analyzing a college-level article or essay and compose an essay in response that goes beyond a standard five-paragraph essay.	For this semester, more preparation time focused on writing a timed essay would have proven beneficial and I intend to do this should it be warranted next semester. I noted a number of students came into the class having problems identifying an argument’s thesis and this is reflected in the essay results.	The assignments I chose for the final were the similar to the last semester.	
				Students were given the choice of “Reader Response”, New Historical, Psychoanalytic, or a “centric” perspective of analysis. All students satisfied the criteria, staying within the text and accurately utilizing cited outside sources.	Permanently add in this extra time to the class schedule.	Lecture and practice of analysis types was extended, effectively giving more options to the student.	
				Week six literary analysis researched essay. 15/15 students completed the assessment by due date.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised. Additional videos were posted, handouts added, and examples provided.	
		SLO #2	Students will incorporate research into essays using MLA documentation style.	15 of 20 students (75%) demonstrated proficiency toward this outcome. 3 students did not turn in the researched argument essay.	The greatest challenge many students faced (even those who met proficiency) was accurately	N/A. This is the first time I have taught this course.	

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		SLO #2	Students will incorporate research into essays using MLA documentation style.	15 of 20 students (75%) demonstrated proficiency toward this outcome. 3 students did not turn in the researched argument essay.	incorporating MLA documentation style. Although I had students citing one source in MLA style in almost every paper they wrote, and I provided feedback throughout the term, MLA documentation was not a significant part of students' grades until the final paper; therefore, on early assignments, it was often treated as an after-thought with no consequence for poor execution. In the future, I will make it graded to get students to take it more seriously to begin with. Students who did not meet proficiency struggled with the concept of incorporating the research with their own ideas, and they had papers with too much research and not enough original thought (paired with poor or missing citations). In the future, I intend to provide students with more example papers, and I will have them analyze a research paper for how it uses research and citations by color-coding different components.	N/A. This is the first time I have taught this course.	
				20 students took the exam. 8 completed assessment with an A. 5 completed assessment with a B. 5 completed assessment with a C. 0 completed assessment with a D. 2 completed assessment with an F.	I will use the new updated study tutorial again in the next course. I will let them know to expect to take more than an hour to complete the test.	There was an increase of 30% student success from when the course was previously taught in the Spring. This is the ninth time to require this assignment. I think the improvement is due to the early review I posted the week prior to be used as a study guide.	
				26 students took the exam. 10 completed	I use the new study tutorial	There was an increase of 2% student	

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				assessment with an A. 5 completed assessment with a B. 3 completed assessment with a C. 6 completed assessment with a D. 2 completed assessment with an F.	again in the next course. I will let them know to expect to take more than an hour to complete the test.	success from when the course was previously taught in the Fall. This is the eight time to require this assignment. I think the improvement is due to the review I posted the week prior to be used as a study guide. The failing exams all were taken in less than 30 minutes, while passing were all at about 90 minutes. 2 hours were given to take the test. The book was allowed. I think the students who failed did not take the time necessary to complete the test.	
				73% of 15 students (or 11 of the 15 students) on the research paper showed comprehension and application of research methods and correct MLA form. 4 of the 15 students plagiarized their papers. This is an ongoing problem. The students, no matter how many times I repeat the rules of plagiarism in the syllabus, lecture, exercises, emails and comments on practice essays in Moodle, do not include in-text citations and/or Works Cited in the research paper and then automatically fail the paper.	Next time I teach 1A I am going to try a method I used several years ago and have the students turn the paper in in small increments. Also, I am going to continue the methods I am using now including encouraging comments and emails, having the students do an early submission of the paper and giving grade incentives to those students who do this.	A few of the students in this class struggled with MLA format in the research paper in this 9-week online course. The last time I taught this class in Fall 2015 I decided that the next time I taught ENGL 1A that I would have the students email me their paper ahead of time and also give grade incentives to those students who did this. 9 of the 11 students who passed the research paper with a "C" or above took advantage of the early submission, revised their papers according to my comments and took the grade incentive. This seemed to work very well.	
				9 of 14 students turned in an annotated bib, but one of those nine was granted an incomplete and is expected to turn in the assignment by August 1st, and one received a zero for unintentional plagiarism. The average grade was 79%	Those students who turned in the assignment performed very well, including one student who received a perfect score, which is very difficult to achieve in this type of assignment. I am not sure why success on the annotated bib did not translate to success in the research paper, which is what it is intended to support. Will not make any substantial changes in this assignment, but will be monitoring the next learning community to try	No substantial changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>9 of 14 students turned in an annotated bib, but one of those nine was granted an incomplete and is expected to turn in the assignment by August 1st, and one received a zero for unintentional plagiarism. The average grade was 79%</p> <p>95% successful completion of assignment</p>	<p>to determine if it was just this group of if I need to do something to adapt this assignment for this type of class.</p>	<p>No substantial changes were made.</p>	
				<p>Average of submitted essays was 75%. 11/14 or 79% of the students submitted the assignment, which 8/14 or 57% were successful with a "C" or higher, 3/14 or 21% didn't follow the guidelines, and 3/14 or 21% failed to submit the assignment.</p>	<p>Based on the number of students who participated (11), a pass rate of 8/11 or 73% illustrates an acceptable performance on this SLO. Also, the percentage of students who did not participate in this late-semester assignment (3/14 or 21%) is not too bad. Each of these students were no longer attending class during the last third of the semester. Although I am fairly satisfied with these results, for the future, I will continue to listen to student concerns while working on the final assignment for the class. Previously, students had voiced stress over time constraints between the last two assignments, and by adjusting that due date, I think it has made a great improvement.</p>	<p>For this course, I extended the due date further out from when their preliminary research assignment was assigned; as a result, participation on the assignment improved from Fall 2015's class, increasing from 63% to 79%. Based on the results of teaching this assignment in Fall 2015, the percentage of passing grades has gone up from a 46% to a 57%; however, the percentage of students who submitted but did not pass went up from 17% to 21% although the amount of students went down from 4 to 3; finally, the percentage of students who did not participate went down from 38% to 21% (which is much less in number of students too, from 9 [Fall 2015] to 3 this semester).</p>	
				<p>Average of submitted essays was 78%. 16/20 or 80% of the students submitted the assignment, which 12/20 or 60% were successful with a "C" or higher, 4/20 or 20% didn't follow the guidelines, and 4/20 or 20% failed to submit the assignment.</p>	<p>Based on the number of students who participated (16), a pass rate of 12/16 or 75% illustrates an acceptable performance on this SLO. Also, the percentage of students who did not participate in</p>	<p>For this course, I extended the due date further out from when their preliminary research assignment was assigned; as a result, participation on the assignment improved from Fall 2015's class, increasing from 63% to 80%. Based on the results of teaching this assignment in Fall 2015, the percentage</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>Average of submitted essays was 78%. 16/20 or 80% of the students submitted the assignment, which 12/20 or 60% were successful with a "C" or higher, 4/20 or 20% didn't follow the guidelines, and 4/20 or 20% failed to submit the assignment.</p>	<p>this late-semester assignment (4/20 or 20%) is not too bad since 75% of these students (3/4) were no longer attending/participating in class during the last half of the semester. Although I am fairly satisfied with these results, for the future, I will continue to listen to student concerns while working on the final assignment for the class. Previously, students had voiced stress over time constraints between the last two assignments, and by adjusting that due date, I think it has made a great improvement.</p>	<p>of passing grades has gone up from a 46% to a 60%; however, the percentage of students who submitted but did not pass went up from 17% to 20% although the amount of students remained the same (4); finally, the percentage of students who did not participate went down from 38% to 20% (which is less number of students too, from 9 to 4).</p>	
				<p>Out of 14 submitted assignments, 2 students received a "D"; 3 students received a "C"; 5 students received a "B"; and 4 students received an "A."</p>	<p>Most students were able to incorporate the lecture notes and readings into developing a well written and properly cited in MLA format essay. Most of the point deductions came from a lack of proofreading and inappropriate tone. Many students took on a very opinionated voice, which is not appropriate for a research paper. I plan to emphasize the need to proofread work and add a section in the lecture notes about the importance of tone for a research paper, as well as provide examples of what an unbiased, research-based point of view looks/sounds</p>		

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				Out of 14 submitted assignments, 2 students received a "D"; 3 students received a "C"; 5 students received a "B"; and 4 students received an "A."	like.		
				Students scored an average of 4.2 out of 5. This indicates satisfactory performance in incorporating MLA format into essay #3	Continue using the annotated bibliography as a means to teach and measure this SLO	Instead of not accepting essay #3 until it was in MLA format (which is tedious), I assigned an annotated bibliography which stresses the importance of MLA format.	
				Ten page, standard MLA research paper. Four drafts and two teacher consultations occurred before the final draft was expected. Parenthetical Citations were perfect and were the Works Cited page. Paper was limited to less than 20% outside sources.	Continue relating the argumentative to the research. While it is easier for the student to lose interest in the subject due to overload, a 9 week class requires consolidation whenever possible.	The argumentative/persuasion and research papers were related, allowing for more time to be focused on the research topic.	
				Week six literary analysis researched essay. 15/15 students completed the assessment by due date.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised. Additional videos were posted, handouts added, and examples provided.	
		SLO #3	Identify various essay modes and strategies and to produce such essays.	16 passed assessment. 1 failed. 3 did not submit. Thus, 80% completed assessment with a C or higher.	The past changes implemented were successful. I will do the same next section. I will also go over the research requirement, explain its necessity, and take more time to explain how practicing with me will help them write research assignments in their future courses.	There was no increase of student success from when the course was previously taught in the Spring. 80% passed the last time the course was offered. This is the ninth time to require this assignment. I believe the stability of success is due to the samples analyzed in class examples. They could use these samples as models. The one that failed did not attempt to use any research at all. She skipped all research, citations, and MLA format. I think they were worried about plagiarizing, so they just skipped the research part.	
				21 passed assessment. 2 failed. 3 did not submit. Thus, 80% completed assessment with a C or higher.	The past changes implemented were successful. I will do the same next section. I will also go over the research	There was an increase of 6% student success from when the course was previously taught in the Fall. This is the eighth time to require this assignment. I believe the increase in success is due to	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				21 passed assessment. 2 failed. 3 did not submit. Thus, 80% completed assessment with a C or higher.	requirement, explain its necessity, and take more time to explain how practicing with me will help them write research assignments in their future courses.	the samples analyzed in class examples. They could use these samples as models. The two that failed did not attempt to use any research at all. They skipped all research, citations, and MLA format. I think they were worried about plagiarizing, so they just skipped the research part.	
	ENGL 1B	SLO #1	Students will be able to read and analyze a short work of literature- a poem or a short, short story- and compose an essay the analyzes the meaning and structure of the work.	11 of 11 students turned in the assignment. The average grade was 81%	This is the first time I have taught a hybrid class, and 1B is certainly a class that benefits from both live and online interaction. The students made good use of the discussion board, and our in class discussions were more animated as students were able to interact and add info to their posts.	No substantial change, except that this class was taught in a hybrid format. It was a delight to teach a live portion once a week, and because it was such a small class, it made it much easier to answer questions about the assignment, give direct feedback the moment it was needed, and to have more spontaneous interaction between the students.	
				Students scored an average of 3.97 out of 5. This indicates that students are performing satisfactorily	I will keep the lessons on writing a literary paper.	I included lessons on how to write a paper on literature earlier in the course.	
		SLO #2	Students will incorporate direct quotations from specific works of literature to strengthen points made about the works in their assigned essays.	11 of 11 students turned in a final essay and the average grade was 90%	I do not plan to change anything substantial for this essay because it is a fundamental part of the class' curricula in that students are learning to respond to literature while looking through different lenses and to bring their own take to the texts. In order to support their points, they must incorporate direct and paraphrased material from the texts they are responding to.	No substantial change from last time I taught the class with the exception that this is a hybrid	
				Students scored an average of 3.97 out of 5. This indicates that students are performing satisfactorily	I will keep the lessons on incorporating quotes in a literary paper.	I included lessons on how to write a paper on literature earlier in the course.	
	ENGL 1C	SLO #1	Students will evaluate readings for rhetorical	17 of 19 students turned in a fallacies essay final draft. All but one student	I do not plan to make any significant changes to this	No changes were made from previous assessments, though this was a 9-week	

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	ENGL 1C	SLO #1	appeals, bias, propaganda, and logical fallacies.	passed with 75%.	particular assessment as I believe it is very useful and directly addresses the SLO.	class and I believe it was made up of highly motivated students who knew going in that this class would be intensive and were willing to put forth the required effort to be successful.	
				18/18 students completed the written researched essay assignment. 81.22% success.			
				26 Passed. 2 Failed.	I will add a graded quiz on fallacies to promote engagement and interest.	Second teaching of course. I added more on the fallacy types for an example. This seemed to make fallacies easier to understand—based on their discussion. More than 95% passed and participated.	
				27/27 students completed the written researched essay assignment. 74.44% success.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.	
				28 of 28 students turned in a fallacies essay final draft. All but 5 students passed with 70% and a class average of 77%.	I do not plan to make any significant changes to this particular assessment as I believe it is very useful and directly addresses the SLO.	No changes were made on this assignment from previous assessments.	
				28 of 32 students turned in a fallacies essay final draft. All but 3 students passed with 70% and a class average of 80%. This was the middle college class with mostly students from high school, but there were ten students from the college's general population who were allowed to register for the class as there were fewer high school students continuing from the fall.	I do not plan to make any significant changes to this particular assessment as I believe it is very useful and directly addresses the SLO.	No changes were made on this assignment from previous assessments.	
				Students researched financial aid, brought together information for discussion; created theses; developed evaluation of information for dissemination among peers. 100% successful	Delineating Ethos, Pathos and Logos as the foundation of observation and student evaluation made for a more relevant analysis. Previously, the evaluation was lost in the minutia of identifying all of the logical fallacies.	Tied research foci to evaluation of Ethos, Pathos, and Logos, rather than all logical fallacies.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Students scored a 4.09 out of 5 on average. This is roughly equivalent to Fall 15 results.	Continue to measure using the either essay 3 (new) or 4 (usual) essay to assess long-term effectiveness and then make necessary changes.	Out of curiosity and to gauge students' acquisition of critical thinking skills throughout the semester, I decided to measure this SLO on an earlier essay that I tailored more to examining propaganda.	
				Students scored a 4.26 out of 5 on average. This is roughly equivalent to Fall 15 results.	Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.	None. The essay seems to be effective.	
		SLO #2	Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments.	11 A scores. 11 B scores. 4 C scores. 2 did not submit essay. More students grasped the reading concepts and were able to apply it to example situations, while citing two sources for support. This is an improvement from the previous section.	I will add a graded quiz on fallacies to promote engagement and interest. I will provide a sample paper.	More than 95% passed and participated. Added notes and examples on fallacies helped improve paper responses.	
				15/18 students completed the written researched essay assignment. 79% success.	Additional multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur. Updates to LMS so that content is more comprehensible along with additional handouts, examples, and multimedia. Additional, outreach will occur to assist students in meeting online course requirements and making it through the nine-week class.	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was revised.	
				16 of 19 students turned in their midterm essay response and all passed with at least 80% and 3 of them received a perfect score.	Again, I think this class was highly motivated to be successful in a short period of time.	No changes were made from previous class assignments	
				16/18 students completed the written researched essay assignment. 79.5% success.	Revision to course assignment with focus on final assessment piece will be included for the written assessment. Additional	Revised curriculum to meet accessibility requirements and to add additional structure to ensure student comprehension. Assessments remained the same; however, content was	

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				16/18 students completed the written researched essay assignment. 79.5% success.	multimedia and maintaining a focus on SLOs and Course Objectives and keeping consistent with the previous changes that lead to student success will occur. Updates to LMS so that content is more comprehensible along with additional handouts, examples, and multimedia. Additional, outreach will occur to assist students in meeting online course requirements and making it through the nine-week class.	revised.	
				25 of 28 students turned in their midterm essay response and the class average was 82% and 2 students received a perfect score.	Again, I will make no changes in this assignment as it is useful as a tool for critical thinking.	No changes were made from previous class assignments	
				29 of 32 students turned in their midterm essay response, and the class average was 86% and 4 students received a perfect score.	Again, I will make no changes in this assignment as it is useful as a tool for critical thinking.	No changes were made from previous class assignments	
				Data shows that students are passing the assignment, again scoring an average of 3.9/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	Continue to show segment.	I didn't make any changes so far as content. (I made an error on my last submission which said I used essay four rather than the midterm when I did, in fact, use the midterm)	
				Data shows that students are passing the assignment, again scoring an average of 4.4/5. These results demonstrate that students have a more than satisfactory understanding rhetorical appeals and biases.	Continue to show segment.	I didn't make any changes so far as content. (I made an error on my last submission which said I used essay four rather than the midterm when I did, in fact, use the midterm)	
				Students were given four articles and a prompt to critically address. 100% were successful.	Pay attention to the age of the students: they have topics they are passionate about.	Topic was more relevant to student cohort.	
	ENGL 4	SLO #1	Read and interpret poetry and drama (Comedy, Tragedy,	87.5% of 8 students (or 7 out of the 8 students) on Lessons 1, 2, 3, 4, 5, 6, and 7	Students responded well to the videos I assigned that	This is difficult to assess since I only taught this class online once in the 6	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ENGL 4	SLO #1	History, and Fantasy) written by William Shakespeare utilizing contemporary discursive traditions of literary criticism.	essays reflect an understanding of the readings of the text and a cogent interpretation of the readings. 1 of the 8 students in the class did not post 2 of the essays assigned and did not therefore meet the requirements for SLO 1. This student was emailed a number of time about this situation but did not respond to my inquiries and encouragement.	<p>was a new part of the course so I will continue to do this. I will continue to work diligently with the students that are struggling to help them achieve their goals and the BCC goals for the course. There were a couple of glitches in the posting of one discussion and the final exam for the class that I will address with Nancy Olson.</p> <p>The data for this SLO indicates that on the whole the students are meeting this SLO by watching the movie versions of the plays to assist with writing their interpretive essays. This class did an exceptional job meeting this SLO for this 8-week class especially since Shakespeare is such a difficult subject matter to grasp.</p>	years that I taught full-time for BCC and I do not have the record of that SLO report any more.	
		SLO #2	Incorporate research into an extended essay of interpretation on a topic related to Shakespearean literature using MLA documentation style.	62.5% of the 8 students (or 5 out of the 8 students) in this course passed the research essays in the midterm and final exams with a "C" or higher. 3 of the 8 students struggled with citation format inside the paper and in the list of research sources at the end of the paper. This is an ongoing trend in all of the classes I teach, live and online. The students just do not understand citation and often plagiarize their research essays. I work with the students by commenting on their research essay formatting problems in Moodle and allowing the students to revise these essays. Some of the students do the revisions to better their grades and come	A review of MLA format in the lecture needs to be added to this course and MLA exercises need to be added to this course to refresh ENGL 4 students' memories about documentation style taught to them in ENGL 101 and 102.	This is difficult to assess since I only taught this class online once in the 6 years that I taught full-time for BCC and I do not have the record of that SLO report any more.	

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		SLO #2	Incorporate research into an extended essay of interpretation on a topic related to Shakespearean literature using MLA documentation style.	do not. In this case, 3 out of the 8 students had documentation problems and none of the 3 students, despite my comments, emails and encouragement, revised their essays.	A review of MLA format in the lecture needs to be added to this course and MLA exercises need to be added to this course to refresh ENGL 4 students' memories about documentation style taught to them in ENGL 101 and 102.	This is difficult to assess since I only taught this class online once in the 6 years that I taught full-time for BCC and I do not have the record of that SLO report any more.	
ENGL 50		SLO #1	Students will be able to read and analyze an article or essay and compose an essay in response.	100% completed the essay with a grade of C or better: 6 "A"s, 7 "B"s and 2 "C"s.	I plan to continue, when the opportunity arises, to implement the Cause and Effect essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time.	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.	
				16 of 22 students enrolled were successful in completing the assigned essays in the appropriate rhetorical mode. Of the 17 students completing the class 16 successfully completed the SLO.	After successfully rewriting the course from HTML to Moodle I see that in future the college will change to the CANVAS platform as mandated by the State of California. I have no plans to further modify this course in Moodle. If I teach further sections of this course in CANVAS modifications will be made at that time.	Since last year, course was shifted to Moodle format, the final essay was posted in Moodle, and more feedback was given in Moodle but the assignment pages and pedagogy were maintained.	
				20 of 22 students (91%) demonstrated proficiency toward this outcome on the midterm exam. The two who did not struggled because their essays were extremely short (3 paragraphs or less) due to lack of time. 21 of 22 students (95%)	In the future, I will provide at least one in-class practice timed essay before the midterm exam so students are better prepared to manage their	The only other time I taught this course was summer 2015, and SLO forms were not required for that semester. 100% of my students demonstrated proficiency toward this SLO during that term, so I did not make any changes in how I	

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				demonstrated proficiency on the final exam. One student did not take the final exam. 100% of students demonstrated proficiency on at least one of the two.	time. This semester, I provided a practice opportunity between the midterm and final exam, and that helped students dramatically improve between the two.	taught this skill.	
				29 students enrolled. 23 of 25 students who attempted SLO's were successful in completing the assigned essays in the appropriate rhetorical mode. 1 student only partially succeeded but was able to earn a passing grade. 4 students did not attempt the SLO's and received F grades.	Moodle format appears successful, although it will soon be phased out. Basic Pedagogy remained the same. In future class will be taught on state mandated "Canvas" platform in a form as yet undetermined.	Last Fall Course was shifted to Moodle format, the final essay was posted in Moodle, and more feedback was given in Moodle but the assignment pages and pedagogy were maintained. No changes made this term.	
				9 out of 12 students completed the quiz successfully and earned a passing grade.	No changes are planned. Two of the students were absent (which earned them a zero for that quiz) and one student only failed to earn a passing a grade.	Aside from having a more specific writing prompt, no change was made to the questions.	
				9 out of 12 students completed the quiz successfully and earned a passing grade.	No changes are planned. Two of the students were absent (which earned them a zero for that quiz) and one student only failed to earn a passing a grade.		Aside from having a more specific writing prompt, no change was made to the questions.
				Analysis essay: 22/24 or 91% of the students successfully completed this assignment with a "C" or higher. One student failed to hand in the assignment. The other student received below a "C".	I am in the process of changing the article; however, I will continue to use group discussion and question the use of particular quoted material.	One particular change that I made from the previous assessment was to have students write and state openly in class how and why they came up with specific quoted material that backed up their opinion. The results created a more in-depth, logical, and specific discussion about the article and how a specific quote from the article backed up his or her opinion.	
				Average of submitted finals was 85%. 3/3 or 100% of the students submitted the assignment, which 3/3 or 100% were successful with a "C" or higher.	The pass rate for this SLO was excellent. Therefore, I have no plans to alter the assignment or lessons for	Based on the results of teaching this assignment back in Fall 2014, the percentage of passing grades has gone up from 88% to 100%; the percentage of	

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				Average of submitted finals was 85%. 3/3 or 100% of the students submitted the assignment, which 3/3 or 100% were successful with a "C" or higher.	this particular assignment unless a significant change in data occurs in future classes.	students who submitted but did not pass went down from 12% to 0%; and the percentage of students who did not participate went down from 24% to 0%. This assignment was altered from the Fall 2014 course to this Spring 2016 course as the Fall 2014 course was based on another instructor's materials since I was a last-minute fill-in for that class after the original instructor had already structured the entire course. As well, both courses were 9 weeks long; however, the Fall 2014 course was online while this Spring 2016 course was live.	
				Out of 17 students, 12 completed the assignment. All students received a 70% or better except for one. So 71% of the students completed the assignment; 65% completed the assignment successfully.	The argumentative essay can be the most challenging for students. I gave an assignment to argue for or against a point about Obamacare. This may be difficult for students who aren't experienced at researching. The students are only required to have three sources and one must be one that argues for the opposite point. What I need to do is to narrow the topics for the students by giving a choice of three arguments. This should help the students do their research.	The change I made from the previous semester was to give more direction in the discussion board, which was this argument. The discussion was better, and I did see some of the arguments discussed come up in the papers.	
				Students essays demonstrated an understanding of the reading, critical assessment of the meaning, and purpose of the language used in the reading. I did notice that sentence level issues were more prevalent in this class than normal at this level. Unfortunately, completion of the course was low with only 9 completing all work. 100% of those who completed the work were successful.	I may incorporate a grammar segment if I am able to work it in.		

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				Students scored a 3.8 out of 5 on average. This is not quite as good as the Fall 15 results, but still is satisfactory.	Keep the additional practice essays to determine whether the improvement is sustained.	I kept the additional practice essays as preparation. It appears to have confused a couple students.	
		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.	60% of diagnostic, 3 essays, midterm and final essays reflect an understanding of interpreting college level texts and writing essays using essay genres and strategies. 40% of student essays and exams struggled with reading comprehension and with completing definition, cause/effect and compare contrast essays so that essays reflected the genre adequately. 10% of the class did not complete the essays and exams at all.	More involvement from the instructor is needed to help the students grasp the rhetorical concepts from this course. I need to log on to the discussion more often and email the students more. The course needs to be restructured with review lessons at the beginning before going on to ENGL 50 lessons. The students in this class for the most part did poorly in all areas: on grammar and reading comprehension and writing genre comprehension. I will need to "tweak" the lessons in my online 50 class for spring and fall 2016 to help the students.	My ENGL 50 9-week course taught in Fall 2015 had students who were having great difficulty with reading comprehension, following instructions, time management skills compared to previous ENGL 50 online classes I have taught. Many of the students were not reading the lecture, the instructions and the Instructor's posts so comprehension of the assignment, the writing genre, how to execute the assignments was minimal. The semester's group of students was less adept at learning the new concepts concerning SLO 1 than in previous semesters. Of course, an online class is very different from live classes. Online classes have different challenges. More feedback is needed to help the online students do their best with expository writing genres. The course may need to be overhauled completely, perhaps spending time in the first 2 lessons reviewing concepts about reading and rhetoric from ENGL 102 as well as covering survival tactics in an online course. I could create lessons and exercises that would test their knowledge in these areas before they start the lessons in ENGL 50.	
		SLO #1A (Urmston)	Read and analyze an article and compose a response	92% out of 25 students, 23 passed with 70% or better. I had learning impaired students who struggled.	Continue to challenge students to find their voice.	This was a substantial improvement over last years 82%	
		SLO #2	Students will be able to incorporate research into essays using MLA documentation style.	10 out of 12 students earned a passing grade and completed the assignment successfully.	Not at this time		
				10 out of 12 students earned a passing grade and completed the assignment	Not at this time.		Not at this time.

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				successfully.			Not at this time.
				100% completed the essay with a grade of C or better: 8 "A"s, 3 "B"s and 4 "C"s.	I plan to continue, when the opportunity arises, to implement the Propose a Solution essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time.	Propose a Solution essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. No changes will be made at this time.	
				16 of 22 students original enrolled were successful. The methodology was so successful in last year's 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.	No changes in Moodle format since it will soon be dropped by college.	Since last year, course further 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.	
				18 of 22 students (82%) demonstrated proficiency toward this outcome. Of those who did not, two did not turn in the assignment, one copied too much word-for-word from sources without proper citations, and one did not utilize MLA documentation correctly.	Although I had students complete some small practice assignments, they did not incorporate research or MLA citations into any other essays this semester. In the future, I will require MLA documentation in other essays so students are better prepared and have more opportunities to practice and obtain feedback.	The only other time I taught this course was summer 2015, and SLO forms were not required for that semester. One major change I made, though, was I required students to complete the annotated bibliography for one source early in the process in order to get feedback and better understand the process. This helped students tremendously; unfortunately, some students skipped this step and were not able to gain the benefits.	
				29 students enrolled. 23 of 25 students who attempted SLO's were successful in	Course will be taught on Canvas platform. This	Course further shifted to Moodle method. Pedagogy was updated to take	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>completing the assigned essays in the appropriate rhetorical mode. 1 student only partially succeeded but was able to earn a passing grade. 4 students did not attempt the SLO's and received F grades. 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.</p>	<p>instructor will not be immediately involved. After 46 years (1970-2016) he is taking a hiatus from teaching composition at Barstow College. Thanks, John Stacy</p>	<p>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. .</p>	
				<p>Average of submitted essays was 91%. 3/3 or 100% of the students submitted the assignment, which 3/3 or 100% were successful with a "C" or higher.</p>	<p>The pass rate for this SLO was excellent. Therefore, I have no plans to alter the assignment or lessons for this particular assignment unless a significant change in data occurs in future classes.</p>	<p>Based on the results of teaching this class in Fall 2014, the percentage of passing grades has gone up from 53% to 100%; the percentage of students who submitted but did not pass went down from 47% to 0%; and the percentage of students who did not participate went down from 29% to 0%. The assignment for this SLO was completely altered from the Fall 2014 course to this Spring 2015 course since the previous Fall 2014 assignment and overall course was created by another instructor. Instead of a compare/contrast essay, the newest assignment was a position paper, in short altering the rhetorical mode though the assignment criteria remained the same.</p>	
				<p>Fourteen out of 17 students completed the assignment for a result of 82%. Out of the 14 completions, all received a 70% or better. For the class, 82% wrote an essay that was graded with a "C" or better.</p>	<p>Having the short story response first helped acquaint students with the format for this type of analysis. I have to make my comment on the response accurate and insightful to prepare the students for the midterm. If I do this, then the students will also be helped with the compare/contrast essay which uses both the response and the midterm.</p>	<p>The midterm essay was an analysis of a short story. Earlier, an interpretative response was assigned to prepare the students for the midterm. This allowed the students to get familiar with an interpretative essay. This midterm analysis will also be used in the compare/contrast essay later in the course. I was meticulous about commenting on the previous interpretative response to prepare the students for the midterm. This helped them get better grades on the midterm.</p>	

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				Fourteen out of 17 students completed the assignment for a result of 82%. Out of the 14 completions, all received a 70% or better. For the class, 82% wrote an essay that was graded with a "C" or better.	Using these two assignments, especially the midterm essay, helped prepare the students for a harder essay, the compare/contrast. The students were especially able to write a Works Cited well in both the midterm and the compare/contrast essays.	The midterm essay was an analysis of a short story. Earlier, an interpretative response was assigned to prepare the students for the midterm. This allowed the students to get familiar with an interpretative essay. This midterm analysis will also be used in the compare/contrast essay later in the course. I was meticulous about commenting on the previous interpretative response to prepare the students for the midterm. This helped them get better grades on the midterm.	
				Persuasive essay: 23/24 or 99% successfully completed this assignment with a "C" or higher. One student did not turn in the assignment.	I will refine the material/analysis handouts to help students discuss/collaborate and critically think about writing, using strategies to have the student question his or her belief and where that belief began and why. One particular aspect we will look at is: when, where, and how did the student first discover an opinion on his or her controversial topic and how did he or she choose the position for his or her argument.	One particular change I made from previous assignment: students (within their own discussion group) took notes on their group's comments, reasons, and proof about their particular controversial issue. This helped a student understand where, not only his or her, reasons or beliefs come from about a controversial issue, but where other people's reasons generate.	
				Students scored a 4.1 out of 5 on assignments related to MLA formatting. This semester the score for the activity was not reflected in the paper assignment.	I will again try to be more immediately responsive in those particular discussions and emphasize that the paragraphs and MLA should be included in the final drafts of their essays.	I didn't make any changes so far as content. However, I did continue to be more immediately responsive to the discussions where students were working on incorporating evidence into paragraphs.	
				Students were able to incorporate research into their papers and document that research	I noticed students struggling with source citing. I will introduce it earlier to allow for more practice.		

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		SLO #2A (Urmston)	Incorporate research with essays using MLA style	20% of the final research papers showed comprehension and application of research methods and correct MLA form. 7 out of 19 research papers passed with a "C" or above. 80% of the research papers did not use MLA format correctly and did not use research effectively in the composition of the paper.	Getting them to write the paper is always an issue. I have at least 1/3 to 1/2 of the class not write the paper at all almost every semester. I will consider abandoning the "research paper" as it is developed in my class as is and consider instead doing a variety of small paragraph assignments using research in place of the research paper to prepare students for the final exam and for the research paper in ENGL 1A.	I am very discouraged. The daily quizzes, the practice exercises, the guided practice – nothing seemed to help this class. As a result, scores on the final exam for SLO 2 were much lower than in all previous semesters because they skills they learn on the research paper must be applied to the final essay. It is difficult to teach MLA form live and in person. Teaching it online is a very complex problem. I am going to need to give the students more practice in MLA form, doing a number of exercises, to prepare them better online to write the research paper. Perhaps instead of one research paper the course needs to be overhauled, having the students do research in several essays to prepare for the final exam.	
				91%-Out of 23 who turned in the assignment, 21 passed with a C or better.	Continue this concept of library resources-new topic by AI.	Continued using emphasis on library sources...(Word Doc is handwritten, scanned and nearly illegible).	
		SLO #3A (Urmston)	Understand Essay & Paragraph Structure	Out of 23 participants, 22 were able to pass. I struggled with teaching the learning impaired student. 95% passed C or better	Continue to prepare students ahead of time	Spent more time working on this concept before testing.	
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 6 students registered at the end of the semester. Of the 6 students who completed the class, 83% successfully met this SLO.	I am working on changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and my "piloting" of that idea this semester was useful. It helped students focus more. I will reinforce beginning to research in intermediate levels to increase depth of information on varying topics. Also, expand reading packets and have students develop group questions to facilitate comprehension.	I am currently using a Reading and Writing combined text, which will be used in both the Reading and Writing classes. I also assigned another text, This I Believe, which offers essays on personal philosophies at a variety of different levels and from a variety of different perspectives. It was selected to challenge students while still being accessible. I am also combining work on critical thinking in assignments. Because of the challenge of the full-length text, most of the class focused on that, saving the textbook for the writing class. This was very successful and helped students focus more, building language, thinking, and vocabulary skills, expanding on what they already knew.	

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		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 6 students registered at the end of the semester. Of the 6 students who completed the class, 83% successfully met this SLO.	I am working on changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and my "piloting" of that idea this semester was useful. It helped students focus more. I will reinforce beginning to research in intermediate levels to increase depth of information on varying topics. Also, expand reading packets and have students develop group questions to facilitate comprehension.	I am currently using a Reading and Writing combined text, which will be used in both the Reading and Writing classes. I also assigned another text, This I Believe, which offers essays on personal philosophies at a variety of different levels and from a variety of different perspectives. It was selected to challenge students while still being accessible. I am also combining work on critical thinking in assignments. Because of the challenge of the full-length text, most of the class focused on that, saving the textbook for the writing class. This was very successful and helped students focus more, building language, thinking, and vocabulary skills, expanding on what they already knew.	
		SLO #3	Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote comprehension and fluency in English.	This class is taught concurrently with ESL 112. There were 6 students registered at the end of the semester. Of the 6 students who completed the class, 83% successfully met this SLO.	What we did work but could be strengthened with adjustment in scheduling to ensure more practice with word forms and affixes. Need to continue refinement of sorted (alphabetized) funning vocabulary logs.	I worked more on reference tools, building vocabulary with online resources such as online dictionary and thesaurus, as well as vocabulary sites, such as freerice.com. We worked on word forms, and the work on affixes this semester focused more on suffixes. Need to do more with prefixes. I also, for the first time, taught students how to sort vocabulary charts in Word, and students found that helpful, though familiarity with technology sometimes makes such strategies uncomfortable for some students.	
	ESL 104	SLO #1	Compose loosely unified paragraphs with assertive topic sentences and connected supporting (and varied) sentences to express personal ideas in journal, letter, or "academic" form.	This class is taught concurrently with ESL 114. There were 2 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	I will continue to use the online grammar tool and further expand the writing assignments. I also need to alter the scheduling of the paragraph assignments so students have more time to develop and revise/edit their paragraphs. I will also consider how to use and distribute the grammar instruction	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 focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work	

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	ESL 104	SLO #1	Compose loosely unified paragraphs with assertive topic sentences and connected supporting (and varied) sentences to express personal ideas in journal, letter, or "academic" form.	This class is taught concurrently with ESL 114. There were 2 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes. I will be working on curricular changes in the summer.	in 6 weeks, which they knew going in. Those students who kept up with the work were successful.	
		SLO #2	Apply steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	This class is taught concurrently with ESL 114. There were 2 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	I will continue to use the online grammar tool and further expand the writing assignments. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes.	I added some online grammar work and revised and streamlined paragraph assignments, which really supported students' growth, especially for students who kept up with the significant amount of work assigned. I focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.	
		SLO #3	Examine similarities and differences between American cultures and other cultures through composed narratives, descriptions, and explanations of common processes.	This class is taught concurrently with ESL 114. There were 4 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	I will continue to use the online grammar tool and further expand the writing assignments. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at	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 focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in.	

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		SLO #3	Examine similarities and differences between American cultures and other cultures through composed narratives, descriptions, and explanations of common processes.	This class is taught concurrently with ESL 114. There were 4 students registered for the class at the end of the term, and 100% of those students successfully met this SLO.	examining the entire program for major changes.	Those students who kept up with the work were successful.	
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 7 students registered at the end of the semester. Of the 7 students who completed the class, 6 students participated in the final assessment and 86% successfully met this SLO. The one student who did not succeed was very capable of meeting this outcome but elected not to talk/participate.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels.	Though the course outcomes do not require it, I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome.	
		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 7 students registered at the end of the semester. Of the 7 students who completed the class, 6 students participated in the final assessment and 86% successfully met this SLO. The one student who did not succeed was very capable of meeting this outcome but elected not to talk/participate.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels.	Though the course outcomes do not require it, I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome.	
		SLO #3	Demonstrate growth in fluency of listening comprehension and production of speech.	This class is taught concurrently with ESL 116. There were 7 students registered at the end of the semester. Of the 7 students who completed the class, 6 students participated in the final assessment and 86% successfully met this SLO. The one	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is	Though the course outcomes do not require it, I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point. I am working to increase their success in higher level classes by providing a solid	

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		SLO #3	Demonstrate growth in fluency of listening comprehension and production of speech.	student who did not succeed was very capable of meeting this outcome but elected not to talk/participate.	adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels.	foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome.	
	ESL 112	SLO #1	Employ effective reading strategies, including skimming, scanning, previewing, and predicting, basic note-taking, and organizing textual information, to increase comprehension and reading speed.	This class is taught concurrently with ESL 102. There were 7 students registered at the end of the semester. Of the 7 students who completed the class, 100% successfully met this SLO.	I am working on changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and my "piloting" of that idea this semester was useful. It helped students focus more. I will reinforce beginning to research in intermediate levels to increase depth of information on varying topics. Also, expand reading packets and have students develop group questions to facilitate comprehension.	I am currently using a Reading and Writing combined text, which will be used in both the Reading and Writing classes. I also assigned another text, This I Believe, which offers essays on personal philosophies at a variety of different levels and from a variety of different perspectives. It was selected to challenge students while still being accessible. I am also combining work on critical thinking in assignments. Because of the challenge of the full-length text, most of the class focused on that, saving the textbook for the writing class. This was very successful and helped students focus more, building language, thinking, and vocabulary skills, expanding on what they already knew.	
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	This class is taught concurrently with ESL 102. There were 7 students registered at the end of the semester. Of the 7 students who completed the class, 100% successfully met this SLO.	I am working on changes to curriculum which would introduce research earlier and change what is now a secondary text to a primary, and my "piloting" of that idea this semester was useful. It helped students focus more. I will reinforce beginning to research in intermediate levels to increase depth of information on varying topics. Also, expand reading packets and have students develop group questions to facilitate	I am currently using a Reading and Writing combined text, which will be used in both the Reading and Writing classes. I also assigned another text, This I Believe, which offers essays on personal philosophies at a variety of different levels and from a variety of different perspectives. It was selected to challenge students while still being accessible. I am also combining work on critical thinking in assignments. Because of the challenge of the full-length text, most of the class focused on that, saving the textbook for the writing class. This was very successful and helped students focus more, building language, thinking, and vocabulary skills, expanding on what	

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		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	This class is taught concurrently with ESL 102. There were 7 students registered at the end of the semester. Of the 7 students who completed the class, 100% successfully met this SLO.	comprehension.	they already knew.	
		SLO #3	Refine effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote comprehension and fluency in English.	This class is taught concurrently with ESL 102. There were 7 students registered at the end of the semester. Of the 7 students who completed the class, 100% successfully met this SLO.	What we did work but could be strengthened with adjustment in scheduling to ensure more practice with word forms and affixes. Need to continue refinement of sorted (alphabetized) funning vocabulary logs.	I worked more on reference tools, building vocabulary with online resources such as online dictionary and thesaurus, as well as vocabulary sites, such as freerice.com. We worked on word forms, and the work on affixes this semester focused more on suffixes. Need to do more with prefixes. I also, for the first time, taught students how to sort vocabulary charts in Word, and students found that helpful, though familiarity with technology sometimes makes such strategies uncomfortable for some students.	
ESL 114		SLO #1	Compose clearly unified paragraphs with assertive topic sentences, connected supporting (and varied) sentences, and conclusions to express in journal, letter, or "academic" form.	This class is taught concurrently with ESL 104. There were 11 students registered for the class at the end of the term, and 73% of those students successfully met this SLO. Of those so did not successfully meet this SLO, 2 students did not complete all assignments, and the last student did not complete the class and was unable to be assessed.	I will continue to use the online grammar tool and further expand the writing assignments. I also need to alter the scheduling of the paragraph assignments so students have more time to develop and revise/edit their paragraphs. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes. I will be working on curricular changes in the summer.	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 focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.	

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	ESL 114	SLO #1	Compose clearly unified paragraphs with assertive topic sentences, connected supporting (and varied) sentences, and conclusions to express in journal, letter, or "academic" form.	This class is taught concurrently with ESL 104. There were 11 students registered for the class at the end of the term, and 73% of those students successfully met this SLO. Of those so did not successfully meet this SLO, 2 students did not complete all assignments, and the last student did not complete the class and was unable to be assessed.		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 focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.	
		SLO #2	Refine approach to steps in the writing process to brainstorm, develop ideas, strengthen connections, and self-evaluate in revision and editing.	This class is taught concurrently with ESL 104. There were 11 students registered for the class at the end of the term, and 73% of those students successfully met this SLO. Of those so did not successfully meet this SLO, 2 students did not complete all assignments, and the last student did not complete the class and was unable to be assessed.	I will continue to use the online grammar tool and further expand the writing assignments. I also need to alter the scheduling of the paragraph assignments so students have more time to develop and revise/edit their paragraphs. I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes. I will be working on curricular changes in the summer.	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 focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea. I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.	
		SLO #3	Compose paragraphs to define ideas, describe people or places, narrate events,	This class is taught concurrently with ESL 104. There were 11 students registered for the class at the end of the term, and	I will continue to use the online grammar tool and further expand the writing	I added some online grammar work and revised and streamlined paragraph assignments, which really supported	

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		SLO #3	compare/ contrast cultures, and express opinions.	73% of those students successfully met this SLO. Of those so did not successfully meet this SLO, 2 students did not complete all assignments, and the last student did not complete the class and was unable to be assessed.	<p>assignments. I also need to alter the scheduling of the paragraph assignments so students have more time to develop and revise/edit their paragraphs.</p> <p>I will also consider how to use and distribute the grammar instruction through the reading and speaking classes as well so that it is not so heavy. However, such changes will ultimately be curricular in nature, and I am looking at examining the entire program for major changes. I will be working on curricular changes in the summer.</p>	<p>students' growth, especially for students who kept up with the significant amount of work assigned. I focused on grammar (in context) the first half of the class and paragraphs the second half... not the best idea.</p> <p>I did get feedback from several students that the amount of work was difficult. I explained that it is a full semester's work in 6 weeks, which they knew going in. Those students who kept up with the work were successful.</p>	

ESL 116	SLO #1	Prepare and deliver informal and basic formal speeches of 3-5 minutes on personal, social, cultural, vocational, and/ or abridged academic topics that offer comprehensible topics and main ideas.	This class is taught concurrently with ESL 106. There were 9 students registered at the end of the semester. Of the 9 students who completed the class, 9 students participated in the final assessment and 78% successfully met this SLO. One student who did not succeed was very capable of meeting this outcome but had difficulty with the technology and so didn't prepare completely.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I also need to change curriculum so that use of technology is specifically included in the required skills.	I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point, though the course outline does not specifically require use of technology. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome.	
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	SLO #2	Implement newly – learned vocabulary and refine clarification strategies to promote fluency when participating in extended conversations, speeches, and	This class is taught concurrently with ESL 106. There were 9 students registered at the end of the semester. Of the 9 students who completed the class, 9 students participated in the final assessment and 78% successfully met this SLO. One	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is	I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point, though the course outline does not specifically require use of technology. I am working to increase their success in higher level classes by	
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		SLO #2	class discussions on social, cultural, vocational, and abridged academic topics.	student who did not succeed was very capable of meeting this outcome but had difficulty with the technology and so didn't prepare completely.	adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I also need to change curriculum so that use of technology is specifically included in the required skills.	providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome.	
		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 9 students registered at the end of the semester. Of the 9 students who completed the class, 9 students participated in the final assessment and 78% successfully met this SLO. One student who did not succeed was very capable of meeting this outcome but had difficulty with the technology and so didn't prepare completely.	This group was a very active and engaged group, and they were very successful in building their oral language skills. One thing I would change is adoption of a new text to distinguish the 2 levels from each other so that 116 students can continue to learn (and I can see increased progress across the levels. I also need to change curriculum so that use of technology is specifically included in the required skills.	I encouraged ALL students to develop presentations and introduced all to Prezi and Power Point, though the course outline does not specifically require use of technology. I am working to increase their success in higher level classes by providing a solid foundation now, which includes planning and computer skills. I continued to encourage students to express opinions and agree/disagree using appropriate manners of expression. However, students were so invested in discussions and participated so actively that we were only able to do 2 presentations in this class. It was a very successful outcome.	
	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 8 students registered at the end of the semester. Of the 8 students who completed the class, 88% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	I adjusted my approach from last semester. I still have a reading/writing text in addition to a full length text, but this time, I am saving the combined text for the writing class and focused on the full-length text. Again, I followed my previous decision to incorporate a relevant, theme-based approach to the class. The theme for this course was business/success, and, again, I assigned "The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the text, as well as build vocabulary. In addition, the assignments for the text required students to	

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	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 8 students registered at the end of the semester. Of the 8 students who completed the class, 88% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was still too much work to realistically do in 6 weeks. We completed about half the book. I need to adjust my approach.	
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	This class is taught concurrently with ESL 132. There were 8 students registered at the end of the semester. Of the 8 students who completed the class, 88% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	I adjusted my approach from last semester. I still have a reading/writing text in addition to a full length text, but this time, I am saving the combined text for the writing class and focused on the full-length text. Again, I followed my previous decision to incorporate a relevant, theme-based approach to the class. The theme for this course was business/success, and, again, I assigned "The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the text, as well as build vocabulary. In addition, the assignments for the text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was still too much work to realistically do in 6 weeks. We completed about half the book. I need to adjust my approach.	
		SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote comprehension and	This class is taught concurrently with ESL 132. There were 8 students registered at the end of the semester. Of the 8 students who completed the class, 88% successfully met this SLO.	What we did worked but need to continue refinement of sorted (alphabetized) vocabulary logs. Also need to do more	I worked more on reference tools, building vocabulary with online resources such as online dictionary and thesaurus, as well as vocabulary sites, such as freerice.com. I also, for the first	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	fluency in English.	This class is taught concurrently with ESL 132. There were 8 students registered at the end of the semester. Of the 8 students who completed the class, 88% successfully met this SLO.	with idiomatic expressions. Perhaps this is a curricular change (another class/content-based approach to American culture and idioms).	time, taught students how to sort vocabulary charts in Word, and students found that helpful, though familiarity with technology sometimes makes such strategies uncomfortable for some students.	
ESL 124		SLO #1	Compose short essays with assertive thesis statements, logical support, and conclusions using a variety of rhetorical modes.	This class is taught concurrently with ESL 134. There were 2 students registered for this class, both of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	What I did this semester worked, but it wasn't entirely successful because students in this class had opposite needs... one student needed more brainstorming and process because he struggled with developing deeper and organized ideas. The other student had the ideas to a large degree but the grammar got in the way of the message. Clearly, I need to reconsider transition between intermediate and advanced... paragraph to essay is a big jump. Also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I adjusted assignments based upon student request (a skill they felt needed more practice...notetaking and listening to other speakers), integrating that into the assignment. I also did more work on writing process. I changed two of the four writing assignments this term.	
		SLO #2	Demonstrate familiarity with the norms of American academic writing, including communicative styles, argumentation and "proof," and formatting.	This class is taught concurrently with ESL 134. There were 2 students registered for this class, both of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	What I did this semester worked, but it wasn't entirely successful because students in this class had opposite needs... one student needed more brainstorming and process because he struggled with developing deeper and organized ideas. The other student had the ideas to a large degree but the grammar got in the way of the message. Clearly, I need to reconsider	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I adjusted assignments based upon student request (a skill they felt needed more practice...notetaking and listening to other speakers), integrating that into the assignment. I also did more work on writing process. I changed two of the four writing assignments this term.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Demonstrate familiarity with the norms of American academic writing, including communicative styles, argumentation and "proof," and formatting.	This class is taught concurrently with ESL 134. There were 2 students registered for this class, both of whom completed the class and successfully met this SLO, so this class' success rate is 100%.	transition between intermediate and advanced... paragraph to essay is a big jump. Also need to have them do more writing in the reading class.		
		SLO #3	Demonstrate emerging competency in complex sentence structures, grammar, and mechanics.	This class is taught concurrently with ESL 134. 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%.	What I did this semester worked, but it wasn't entirely successful because students in this class had opposite needs... one student needed more brainstorming and process because he struggled with developing deeper and organized ideas. The other student had the ideas to a large degree but the grammar got in the way of the message. Clearly, I need to reconsider transition between intermediate and advanced... paragraph to essay is a big jump. Also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I adjusted assignments based upon student request (a skill they felt needed more practice...notetaking and listening to other speakers), integrating that into the assignment. I also did more work on writing process. I changed two of the four writing assignments this term.	
	ESL 126	SLO #1	Prepare and deliver informal and basic formal speeches of 5 minutes on concrete and increasingly abstract academic topics that offer clear topics, main ideas, and details.	This class is taught concurrently with ESL 136. There were 4 students registered at the end of the semester. Of the 4 students who completed the class, 4 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start earlier.	I added more outlining activities and critical thinking assignments to prepare them for college level work. I also had students lead more discussions and do more research. It was successful.	
		SLO #2	Acquire and implement newly- leaned vocabulary necessary to debate with classmates on shared topics	This class is taught concurrently with ESL 136. There were 4 students registered at the end of the semester. Of the 4 students who completed the class, 4 students	This group was a very active and engaged group, and they were very successful in building their	I added more outlining activities and critical thinking assignments to prepare them for college level work. I also had students lead more discussions and do	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	of interest.	participated in the final assessment and 100% successfully met this SLO.	oral language skills. I want to build more research into the curriculum, start earlier.	more research. It was successful.	
		SLO #3	Build confidence and demonstrate continued growth in fluency of listening comprehension and production of speech covering a growing range of topics on human interest, current events, and academic foundation.	This class is taught concurrently with ESL 136. There were 4 students registered at the end of the semester. Of the 4 students who completed the class, 4 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start earlier.	I added more outlining activities and critical thinking assignments to prepare them for college level work. I also had students lead more discussions and do more research. It was successful.	
ESL 132		SLO #1	Formulate critical responses to texts in regards to logic of stated and implied ideas, quality of research, cultural context and references, and bias.	This class is taught concurrently with ESL 122. There were 2 students registered at the end of the semester. Of the 2 students who completed the class, 100% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	I adjusted my approach from last semester. I still have a reading/writing text in addition to a full length text, but this time, I am saving the combined text for the writing class and focused on the full-length text. Again, I followed my previous decision to incorporate a relevant, theme-based approach to the class. The theme for this course was business/success, and, again, I assigned "The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the text, as well as build vocabulary. In addition, the assignments for the text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was still too much work to realistically do in 6 weeks. We completed about half the book. I need to adjust my approach.	
		SLO #2	Build comprehension of academic and literary texts through effective pre-reading strategies, analysis of organizational patterns and	This class is taught concurrently with ESL 122. There were 2 students registered at the end of the semester. Of the 2 students who completed the class, 100% successfully met this SLO.	Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this	I adjusted my approach from last semester. I still have a reading/writing text in addition to a full length text, but this time, I am saving the combined text for the writing class and focused on the	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	literary devices, questioning, reader response, and academic vocabulary enhancement.	This class is taught concurrently with ESL 122. There were 2 students registered at the end of the semester. Of the 2 students who completed the class, 100% successfully met this SLO.	text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start.	full-length text. Again, I followed my previous decision to incorporate a relevant, theme-based approach to the class. The theme for this course was business/success, and, again, I assigned "The Seven Habits of Highly Successful People." I increased instruction on critical responses and developed reading packets, asking students to comprehend and analyze the text, as well as build vocabulary. In addition, the assignments for the text required students to critically synthesize the material. Conceptually, it worked because it engaged students much more, and students were more able to critically apply what they were learning, but logistically it was less than successful because there was still too much work to realistically do in 6 weeks. We completed about half the book. I need to adjust my approach.	
		SLO #3	Identify and utilize effective techniques to build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, in order to promote comprehension and fluency in English.	This class is taught concurrently with ESL 122. There were 2 students registered at the end of the semester. Of the 2 students who completed the class, 100% successfully met this SLO.	What we did worked but need to continue refinement of sorted (alphabetized) vocabulary logs. Also need to do more with idiomatic expressions. Perhaps this is a curricular change (another class/content-based approach to American culture and idioms).	I worked more on reference tools, building vocabulary with online resources such as online dictionary and thesaurus, as well as vocabulary sites, such as freerice.com. I also, for the first time, taught students how to sort vocabulary charts in Word, and students found that helpful, though familiarity with technology sometimes makes such strategies uncomfortable for some students.	
	ESL 134	SLO #1	Compose clearly unified essays with assertive thesis statements, connected support paragraphs, and logical conclusions to express beliefs using a variety of rhetorical strategies.	This class is taught concurrently with ESL 124. There were 5 students registered for this class, all of whom completed the class. Three student successfully met this SLO, so the success rate is 60%. Of those who did not meet this SLO, one student did not complete the assignments, and the other still struggled with concepts and grammar.	I need to do more notetaking in the speaking class and more research in earlier semesters. I also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I adjusted assignments based upon student request (a skill they felt needed more practice...notetaking and listening to other speakers), integrating that into	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	ESL 134	SLO #1	Compose clearly unified essays with assertive thesis statements, connected support paragraphs, and logical conclusions to express beliefs using a variety of rhetorical strategies.	This class is taught concurrently with ESL 124. There were 5 students registered for this class, all of whom completed the class. Three student successfully met this SLO, so the success rate is 60%. Of those who did not meet this SLO, one student did not complete the assignments, and the other still struggled with concepts and grammar.	I need to do more notetaking in the speaking class and more research in earlier semesters. I also need to have them do more writing in the reading class.	the assignment. I also did more work on writing process. I changed two of the four writing assignments this term.	
		SLO #2	Find, select, and practice integrating quotations and paraphrasing from sources into argumentative essays, and use correct citation styles in MLA or APA (as applicable).	This class is taught concurrently with ESL 124. There were 5 students registered for this class, all of whom completed the class. Three student successfully met this SLO, so the success rate is 60%. Of those who did not meet this SLO, one student did not complete the assignments, and the other still struggled with concepts and grammar.	I need to do more notetaking in the speaking class and more research in earlier semesters. I also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I adjusted assignments based upon student request (a skill they felt needed more practice...notetaking and listening to other speakers), integrating that into the assignment. I also did more work on writing process. I changed two of the four writing assignments this term.	
		SLO #3	Identify and correct their own grammatical and punctuation errors to make their writing more effective.	This class is taught concurrently with ESL 124. There were 5 students registered for this class, all of whom completed the class. Three student successfully met this SLO, so the success rate is 60%. Of those who did not meet this SLO, one student did not complete the assignments, and the other still struggled with concepts and grammar.	I need to do more notetaking in the speaking class and more research in earlier semesters. I also need to have them do more writing in the reading class.	I expanded instruction in grammar as review and I gave more assignments in error correction, including having them edit/correct paragraphs pulled from student writing. I also continued to assign chapters in grammar practice online. (Azar). I adjusted assignments based upon student request (a skill they felt needed more practice...notetaking and listening to other speakers), integrating that into the assignment. I also did more work on writing process. I changed two of the four writing assignments this term.	
	ESL 136	SLO #1	Prepare and deliver informal and formal argumentative speeches of 5- 10 minutes on abstract academic,	This class is taught concurrently with ESL 126. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students	This group was a very active and engaged group, and they were very successful in building their	I added more outlining activities and critical thinking assignments to prepare them for college level work. I added more notetaking activities. I also had	

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	ESL 136	SLO #1	professional, potentially controversial topics that offer clear positions and support.	participated in the final assessment and 100% successfully met this SLO.	oral language skills. I want to build more research and notetaking activities into the curriculum, start earlier.	students lead more discussions and do more research. It was successful.	
		SLO #2	Confidently express oneself in English in a wide range of settings: personal, social, cultural, academic, and professional, exhibiting general fluency in listening comprehension and easily comprehensible speech.	This class is taught concurrently with ESL 126. There were 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research and notetaking activities into the curriculum, start earlier.	I added more outlining activities and critical thinking assignments to prepare them for college level work. I added more notetaking activities. I also had students lead more discussions and do more research. It was successful.	
		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 3 students registered at the end of the semester. Of the 3 students who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO.	This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research and notetaking activities into the curriculum, start earlier.	I added more outlining activities and critical thinking assignments to prepare them for college level work. I added more notetaking activities. I also had students lead more discussions and do more research. It was successful.	
	ESL 190	SLO #1	Distinguish between and produce basic statements, commands, and questions on everyday topics.	At the end of the course, there were 17 students on the roster. Of those students, 17 completed the course, so 100% of students completed the course. Of the students who completed the course, 70% 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 use 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 emphasize vocabulary in context in order to develop comprehension. I also use more pictures for students to have visuals to grasp concepts. I use various collaborative group activities as well.	
				This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 11 students enrolled in the class and 3 students auditing. Of the 11 registered, 3 students did not complete the class. Of the 8 who completed the class, 7 students are ready to move forward. 5 of the 7 are ready to move to an Intermediate class, level 3. Of the 3 students auditing because they started later in the	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I adjusted assignments based on level and worked to challenge all students.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				semester, 1 is ready for the next level. One student had little to no education in her native country, so she worked on educational skills and fine motor development (writing). She made significant progress but is not ready for the next level yet.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I adjusted assignments based on level and worked to challenge all students.	
		SLO #2	Engage in elementary conversational modes with appropriate application of cultural norms here in the United States and implementation of newly learned vocabulary.	At the end of the course, there were 17 students on the roster. Of those students, 17 completed the course, so 100% of students completed the course. Of the students who completed the course, 70% 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 use various fun and engaging games to make sure that students are learning. I use various collaborative group activities as well. I make sure that students get support from one another as well as the facilitator. I also emphasize vocabulary in context in order to develop comprehension. I also use more pictures for students to have visuals to grasp concepts.	
				This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 11 students enrolled in the class and 3 students auditing. Of the 11 registered, 3 students did not complete the class. Of the 8 who completed the class, 7 students are ready to move forward. 5 of the 7 are ready to move to an Intermediate class, level 3. Of the 3 students auditing because they started later in the semester, 1 is ready for the next level. One student had little to no education in her native country, so she worked on educational skills and fine motor development (writing). She made significant progress but is not ready for the next level yet.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I adjusted assignments based on level and worked to challenge all students.	
		SLO #3	Express understanding of events in time through use of simple and progressive tenses in past and present.	At the end of the course, there were 17 students on the roster. Of those students, 17 completed the course, so 100% of students completed the course. Of the students who completed the course, 70% 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 use various fun and engaging games to make sure that students are learning. I use various collaborative group activities as well. I make sure that students get support from one another as well as the facilitator. I also emphasize vocabulary in context in order to develop comprehension. I also use more pictures for students to have visuals to grasp concepts.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 11 students enrolled in the class and 3 students auditing. Of the 11 registered, 3 students did not complete the class. Of the 8 who completed the class, 7 students are ready to move forward. 5 of the 7 are ready to move to an Intermediate class, level 3. Of the 3 students auditing because they started later in the semester, 1 is ready for the next level. One student had little to no education in her native country, so she worked on educational skills and fine motor development (writing). She made significant progress but is not ready for the next level yet.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I adjusted assignments based on level and worked to challenge all students.	
	ESL 192	SLO #1	Comprehend, analyze, and compose responses to short readings on familiar topics using complete simple sentences.	This class is taught concurrently with ESL 190. At the end of the semester, there were 5 students enrolled in the class and 2 students auditing because they started the class late. 80% of officially registered students are ready for level 3. One of the five registered needs to repeat ESL 192 because she did not complete the class/final assessment. The 2 auditing students also need to repeat 192.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I adjusted assignments based on level and worked to challenge all students.	
		SLO #2	Implement newly – learned vocabulary and culturally specific communicative strategies when working in groups, asking questions, stating opinions, agreeing and disagreeing, turn – taking negotiating, and requesting clarification relating to common topics in everyday social and civic situations, whether in person or on the phone.	This class is taught concurrently with ESL 190. At the end of the semester, there were 5 students enrolled in the class and 2 students auditing because they started the class late. 80% of officially registered students are ready for level 3. One of the five registered needs to repeat ESL 192 because she did not complete the class/final assessment. The 2 auditing students also need to repeat 192.	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too easy. I adjusted assignments based on level and worked to challenge all students.	
		SLO #3	Create statements and develop questions about logical sequences of everyday events or processes in the	This class is taught concurrently with ESL 190. At the end of the semester, there were 5 students enrolled in the class and 2 students auditing because they started the	Changes in curriculum and critical assessment.	This semester was difficult as I had a wider ranges of levels than usual, so some students struggled with difficult material, and others found material too	

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		SLO #3	past and present and speculate on future events or processes, using appropriate verb tenses.	class late. 80% of officially registered students are ready for level 3. One of the five registered needs to repeat ESL 192 because she did not complete the class/final assessment. The 2 auditing students also need to repeat 192.	Changes in curriculum and critical assessment.	easy. I adjusted assignments based on level and worked to challenge all students.	
HEAL 1	SLO #1	Demonstrate an understanding of the skills and abilities necessary to employ sound Health strategies which represent the six dimensions of Health; Social, Emotional, Environmental, Physical, Spiritual, and Intellectual.	38 students reached this goal (86.4%), 6 students failed (13.6%) Last semester: 35 students reached this goal (75%). 13 students failed (25%)	THE Instruction office should not add the evening section. In my last 26 years of teaching experiences here: the evening health ed classes have never had a good enrollment and the absence was always higher. But Penny does not listen.	11.4% more reached the goal comparing to last semester		
			Each discussion post was worth 15 points; the average for each discussion post ranged from 12.0-15.0, the average for the class was 72.38% out of 100%; which indicates that about 27% of the grade was lost due to missing student posts, incomplete answers, or not following the discussion prompt instructions.	Modification of instructions pertaining to the requirements of the discussion assignments. Follow up with individual students via email to provide clarification as needed.			
			SLO 1 was based on a subjective wellness inventory/survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a subjective analysis and contract of areas for change. Average score was 15/15 for the wellness inventory the same as last session. The change portion had a 94% average, All forty-seven students received and A This score average was due to no students receiving less than an A, for the assignment. This skewed the data positively.	The majority of the class (47/47) completed both assignments successfully and demonstrated an understanding of areas they needing improvement in and defined areas they needed to change.	Students are still showing continued improvements in this class, with this assignment. So, there are no needed changes in this assignment area at this time.		
			SLO 1 was based on a subjective wellness inventory/survey which assessed their overall wellness in 12 areas related to the six dimensions of health. They followed the survey with a subjective analysis and contract, of areas needed for change.	The majority of the two classes completed both assignments successfully and demonstrated their understanding of the areas needing improvement and	Grading of the Contract for Change assignment, had very little change this semester. The grading has continued to be more rigorous, since the spring of 2014. We have continued to place greater emphasis on the rational for		

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				Average score was 100% for the wellness inventory and 93% for the change portion.	defined areas to change. Despite the tougher grading of the contract for change, students did very well, averaging an 93%/ A grade.	completion.	
				Spring 2016: Out of the 39 students in the course, 70% of them completed the majority of the assignments each week. Each week targeted a different health topic. Each student was responsible for reading the chapters, power points, and then completing the assignment at the end of the chapter. The assignments emphasized all six dimensions of health. Some assignments had the students determine their target heart rate, BMR (basal metabolic rate), and tests that determined overall health both mental and physical. Many of the students responded well to their results and made some positive changes to their overall health.	The above data indicates that there are some students that don't find the weekly assignments necessary to complete because of their low point value. However, they add up at the end of the semester causing their grade to lower overall. I am going to increase communication even more with each student the moment they miss an assignment by reiterating the importance of each assignment in order to get the most out of this course. I am hoping this will decrease the amount of missed assignments per person giving them the confidence and support that some students may need.	I was able to guide the students better before the assignments were due with extra communication. I found that having the assignments in the book (which provided examples) worked better rather than coming up with my own assignments.	
		SLO #2	Employ knowledge of good nutritional and weight management techniques.	Of the 23 students submitting the assignment, grades ranged between 60% - 100%, with an average percentage of 98. This reflects good understanding of the assignment and knowledge of nutrition and weight management techniques.	For students who submitted incomplete work or communicated problems in doing the assignment, I provided feedback and assistance in helping to clarify details. No pedagogy changes planned at this point.		
				Spring 2016: Out of the 39 people that remained in the course, 14 students did not complete the Change Paper. The paper was due during week 4 of the course which may have caused some	The data indicates that not enough students are completing this assignment causing a significant decrease in their overall	I tried to emphasize the importance of the paper more by reminding the students ahead of time about the assignment as well as giving others the opportunity to submit their paper within	

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				students be unprepared. Out of the other 25 students, the average grade was 85% showing that those who completed the paper put good effort toward earning a good grade.	grade. My plan for next semester is to change this assignment and use it as a Capstone Project due at the end of the semester. I will have a small capstone assignment due at the end of each week that will help them accumulate all of the work needed for the Capstone Project due at the end of the semester. I am hoping this will give the students a better opportunity to succeed in the course without requiring them to do such a large project early in the semester.	a week of the due date.	
				Students analyzed diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 100% and for the change paper 86%, a 6% increase over the last session. All 47 students submitted the written change paper assignment. A majority (37/47) of students scored a B or higher on the three portions of this assignment.	All forty-seven students submitted the three parts and 41 followed the grade rubric and did very well on the paper compared to last session. Of the students who followed the rubric in this session there were high scores, 37/37 scored 86% or higher. This was due to an increased emphasis on my part in providing more information and discussion about the rubric in the instructor posting area and the class announcements. I will continue to follow this outline.	For the students who followed the rubric in this session there were high scores. All 47 students submitted all three parts of this assignment and 37/47 scored above the 86%. This was a significant change from last semester. While everyone submitted all of the project there were still 5 F's on the change paper. The scores were due to unacceptable length and not including all six nutrients in all three areas the grade rubric asked for. Even with those low scores there were 37 B's or higher and 41 grades with C or higher. We will continue to emphasize the change paper grade rubric and the three areas needing coverage.	
				Students analyzed their day diet for 6 areas and recommended changes in an essay based on the analysis. Average score for the nutritional analysis was 93% and for the change paper 76% had lower score this time because 9 students did not submit the paper. 30/46 students scored	The detailed rubric has been successful in illuminating the area's most students fall short, which is in the inclusion of the 6 necessary nutritional areas. Students	Based on the detailed rubric, those students who received higher scores, did so because they followed the rubric in the areas emphasized, including the 6 nutritional elements in their change analysis. We have continued to emphasize more detail on the health	

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				a C or better on the change paper. 26/46 scored an A for the analysis.	understood the nature of the assignment and included more of the necessary information as a result of multiple reminders via attachments and instructions. Will continue to make changes in the lecture and the discussion of the assignment guidelines for the health benefits/consequences section. At this time I will continue to emphasizing the grade rubric and the six areas in lectures.	benefits and consequences of change in both lecture and when going over the assignment guidelines.	
				There are total of 44 students: 14% of students failed, 86% students meet the goal	Students perform well in the daytime class, and do poorly in the evening course	11% of improvement vs. last semester	
		SLO #3	Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.	86% of the students reach the goal	More than half of evening students are not traditional students, there are too many things going on in their life	Much better last semester	
				Measured with a set of survey assignments, a discussion board and a paper. Average score for these surveys was 89% and for the discussion was 89%, for this session. Of active students who completed the assignment it was 100%/surveys and 99%/discussion. The majority (40/47) received a B or higher on these two assignments. The drug paper average was 93% for all 47 students and 96% for the 42 who submitted it. The four who did not submit it and received a 0, negatively skewing the scores but still having a 93% average.	We continue to incentivize students to complete all work by tying the letter grades to a combination of percentage scores and completion of all (or most) assignments. With the addition of a drug paper in the online class and elimination of the group presentation in the live class, the measurement of this SLO is almost identical in the two delivery methods.	Analysis of the reason for the increased scores revealed that 42 students scored an A or higher. We will continue to tie the letter grades to a combination of % scores and completion of all the assignments. We will continue to use a drug paper to this SLO. This is like the live sessions but without an oral presentation. We eliminated the group presentation in the live class also 43/47 students submitted it.	
				SLO 3 was based on the quality of the paper. Average score for the completed the paper, was 94% for the students who	Even without the group presentation, the assessment continues to	This semester we eliminated the group presentation from the live class so that the live class and the online class would	

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				submitted the assignment. 38/46 students received a B or higher. There were 7 F's, due to not submitting papers with the required length or not submitting at all. The poster observation presentation with a questionnaire, continues to enhance their understanding of their knowledge of the effects of drugs on personal health. It appears to continue to help improve the assignment quality and grades. Average score for the poster observations was 100% for the students 39/46 who attended that day. Seven students did not attend that day and received an F for the in-class assignment. Coincidentally, these were the same students who did not submit the paper.	accomplish the intended goals of exhibiting knowledge of drugs and their effects on the human body.	have the same measurement assignments.	
				Spring 2016: 8 students out of the 39 that completed the course did not take the final at the end of the semester. The final was both open notes (1 page front and back) as well as open book. This allowed for the students to use their time wisely by answering the questions they knew but also giving them the opportunity to look up questions they may be unsure about. The students showed that they understood the subject matter at hand while those who did poorly rushed through the test not giving them the best chance for success. Those who did not take the final suffered a substantial point deduction causing most to fail the course.	The above data indicates that it's imperative that all students complete the final exam. By monitoring each student's progress throughout while continuing to touch base with them before things are due is what I've found to be the best way to ensure success.	Due to a few discrepancies I will be altering a few questions on the final to give the students a clearer way of asking important questions. I feel as though many of the students that were already failing the course found that it wasn't necessary to take the final. I am hoping that with even more communication with each student during my next class, will help motivate them to complete the course successfully.	
				Twenty-eight students completed the final exam, which was comprised predominantly of drug, alcohol, and tobacco content. The average score was a 79%.	There seems to be good consistency in results between semesters for this class, indicating the pedagogy is effective; however, there is always room for improvement. Although there is no plan on changing pedagogy for next semester, more contact will be made to students in an attempt to		

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				Twenty-eight students completed the final exam, which was comprised predominantly of drug, alcohol, and tobacco content. The average score was a 79%.	keep lines of communication open.		
	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.	14/17 or 82% of the students successfully completed this overarching assignment with a "C" or higher. 3/17 or 18% of the students did not successfully complete competence levels regarding this SLO.	I will continue to do what I explained as detailed above from a pedagogical perspective.	Performance on my exams were slightly down 6% from last time I taught this course. Keep in mind that the sample size is pretty small. Each time I administer an exam, I look at the results in the aggregate, but also by each question. If a high percentage of the class (over 50%) misses a certain question, I either rewrite the question, omit it, or change my pedagogy in teaching it for the next time. I have been doing this for the last few times that I have taught this course and it is proving to assist with student learning.	
		SLO #1 (Puryear)	Interpret the nutrition information and terminology found on food labels.	Assignment/exercise had an average score of 91% with 39/40 students receiving a B or better. This was due to all students but one receiving a B or higher for the assignment. One student did not do the assignment. These are similar results to last semester.	The assignment measured what it was supposed to and indicated a all (40/40) of the students did understand, how to read and interpret nutrition labels. As stated above no changes are justified at this time.	There are no changes warranted at this time based on the majority (39/740) of the students scoring a B or better.	
		SLO #1 (Yahia)	Students will show an understanding of the roles of proteins, fats, carbohydrates, to the overall health of the human body	<p>Discussion Board 2 on carbohydrates: 26/34 or 76% of students successfully completed with an A. 37% of the students failed to submit the assignment and failed the assignment. It appears as if they dropped the class but were not dropped from the gradebook. A total of 38 students remained.</p> <p>Discussion Board 3 on fats: 26/38 or 68% of students successfully completed with an A. 32% of the students failed to submit the assignment.</p> <p>Discussion Board 4 on protein: 26/38 or 68% of students successfully completed with a A. 32% of the students failed to</p>	<p>I need to continue to work with students through emails and texts that share the importance of completing the assignments for a better understanding of the content being taught. 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</p>	There was an increase of 11% student success from when the course was previously taught in the Fall 2015.	

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		SLO #1 (Yahia)	Students will show an understanding of the roles of proteins, fats, carbohydrates, to the overall health of the human body	submit the assignment.	them about the course expectations and answer any questions they may have. Another option is video-ing a syllabus review and posting the link to the classroom.	There was an increase of 11% student success from when the course was previously taught in the Fall 2015.	
				Discussion Board 2 on carbohydrates: 31/49 or 63% of students successfully completed with an A. 37% of the students failed to submit the assignment and failed the assignment. It appears as if they dropped the class but were not dropped from the gradebook. A total of 38 students remained.	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.	There was a decrease of 18% student success from when the course was previously taught in the fall 2015.	
				Discussion Board 3 on fats: 34/38 or 89% of students successfully completed with an A. 31% of the students failed to submit the assignment.	Perhaps hosting a skype session where students get live interaction will also help, this way I can talk to them about the course expectations and answer any questions they may have. Another option is video-ing a syllabus review and posting the link to the classroom.		
				Discussion Board 4 on protein: 25/38 or 65% of students successfully completed with a A. 49% of the students failed to submit the assignment.			
		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.	13/17 or 76% of the students successfully completed this overarching assignment with a "C" or higher. 4/17 or 24% 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 down 13% from last time I taught this course. Again, this sample size is quite small. Each time I administer an exam, I look at the results in the aggregate, but also by each question. If a high percentage of the class (over 50%) misses a certain question, I either rewrite the question, omit it, or change my pedagogy in teaching it for the next time. I have been doing this for the last few times that I have taught this course and it is proving to assist with student learning.	
		SLO #2	Students will interpret results	26/34 or 53% of the students were	The assignment changed a	There was 3% decrease from when this	

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		(Yahia)	from a dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	successful with this assignment.	bit where students submit all parts of the assignment during week seven; however, reminders were sent during the entire previous 6 weeks which ensured higher completion rates. 76% completed the assignment.	course was previously taught in Fall 2015. This assignment is an important assignment and requires students to keep track of their diet and analyze nutrients consumed it is a critical part of any Introductory nutrition course. In this course students were not required to submit smaller portions of the assignment throughout the course and it obviously produced lower submission rates. The instructor will return to the original format of having students submit portions of the assignment on different due dates working towards the end date/submission goal on the final week of class.	
		SLO #3	To learn and develop a comprehensive understanding of a well-balanced diet through reading labels and determining one's daily caloric intake.	17/18 or 94% of the students successfully completed this overarching assignment with a "C" or higher. 1/18 or 6% of the students did not successfully complete competence levels regarding this SLO.	As aforementioned, the adaptations I made to enhance student learning worked well. One method that I continue to use is that I can make copies of former student examples that were excellent so in that the students have a template to work from in developing their respective logs/portfolios.	Student performance regarding this culminating project was highly negatively skewed and maintained the performance standards of previous courses that I have taught (up 11% from last time I taught this course); although a small sample size again). However, I spent pedagogically much more time this term reviewing examples with the students and checked more often for student understanding.	
		SLO #3 (Puryear)	Distinguish between the types of dietary fatty acids and lipids, complex and simple carbohydrates and complete and incomplete protein and how they affect our diet.	Based on quizzes 2 and 3 average scores were 82% and 80% respectively. The change paper interpretations were also used. Quiz 2; 36/40 received a C or higher. Quiz 3; 35/40 received a C or higher. There were 35/40 with a B or higher in both quiz sections	I have continued to provide a more in-depth lecture for each of these sections and believe it has helped overall low scores. I will continue to address these two chapters with more depth and with supplemental information in the "News Forum". It appears the protein/Amino Acid chapter continues to be the most difficult (least comprehended) for the last five semesters. Still unsure at this time, what to do. Based on the essay results,	It appears more of this semester's students continue to do better overall on both quiz 3 (Lipids/Fats and Protein/Amino acids) and quiz 2 (carbohydrates, improving the class average those quizzes. No quiz questions were missed by more than 50% of students. Eight (8) of the students still didn't have the correct book or any book for the first four weeks, which is important for the quizzes. I still have not figured out how to overcome this. Since the syllabus clearly indicates they should have it by the end of the first week. All stated, it was due to waiting on financial aid checks or poor delivery service and or	

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		SLO #3 (Puryear)	Distinguish between the types of dietary fatty acids and lipids, complex and simple carbohydrates and complete and incomplete protein and how they affect our diet.	Based on quizzes 2 and 3 average scores were 82% and 80% respectively. The change paper interpretations were also used. Quiz 2; 36/40 received a C or higher. Quiz 3; 35/40 received a C or higher. There were 35/40 with a B or higher in both quiz sections	it is clear they understand the importance of limiting fats and that protein/dairy products may be a major factor in increased saturated fats and the resulting long term health concerns. Even though no specific questions/topic appear to be a major problem, I will continue to review the questions missed and modify the lecture to emphasize this material. I polled students and 10 are using ebooks that do not provide the diagrams relating to amino acid metabolism and the questions on the quiz. I may even have to change those questions, so the diagram is not needed.	their ebooks not having the diagrams the questions referred to.	
		SLO #3 (Yahia)	Students will learn the fundamental essentials and values of nutrition from a physiological and psychological perspective as it relates to the human body.	Midterm-33/34 or 97% of students completed the Midterm. 7/34 failed the exam with a D or higher.	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 Spring 2016 class the improvement made was that 97% of the students completed the Midterm. Several posts and emails were sent reminding them of the Midterm due date.	
				Midterm-33/34 or 97% of students completed the midterm. 7/34 failed the exam with a D or higher.	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 spring 2016 class the improvement made was that 97% of the students completed the midterm. Several posts and emails were sent reminding them of the midterm due date.	
		SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	Students analyzed their diet for 6 nutrients in three areas and made recommended changes in an essay based on the analysis. Average score for students who completed the paper was 90% (36/40 received a C or higher). Three students received less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed. One student received an	We are continueing to emphasize the rubric in communications and the class site as it appears to have been successful. I will continue to implement a change in what is needed in the assignment. The analysis and the change paper are required, to	The Students who followed the rubric, had higher scores (36/40). I will continue to emphasize the essay rubric in class communications and the class site. This emphasis appears to be working, based on the improvement of scores.	

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		SLO #4	Ability to interpret results from dietary analysis and formulate corrective nutritional behaviors to ensure a balanced diet.	F by not following any of the guidelines or grade rubric.	receive points for either. An all or none scoring value. This has given more incentive to complete the essay. I have put more emphasis on the health reasons for change in the lessons and class announcements, which lead up to this assignment.	The Students who followed the rubric, had higher scores (36/40). I will continue to emphasize the essay rubric in class communications and the class site. This emphasis appears to be working, based on the improvement of scores.	
	HIST 1B	SLO #1 (Waszak)	Understanding the impact of philosophical movements from the Renaissance to the Enlightenment to revolutionary and economic theories affecting society through the twentieth century.	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 (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 dominate the modern world.	Improved performance	Continue but with better structuring of exams	Reviewed more thoroughly before giving said exam	
		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 globalism.	Students showed mastery of the material after careful preparation in class			
	HIST 2A	SLO #1	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	27 students answered four questions on the final exam dealing with interpretations of primary sources (a speech by Frederick Douglass, a speech by Abraham Lincoln on Presidential Reconstruction, the South Carolina Ordinance of Nullification, and Samuel Adams' Circular Letter). 82 of the 108 responses were correct (82/108), which is a 76%.	No changes are needed, as target has been met.	First time I've taught this online.	
				I have instructed students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also	The overall percentages are encouraging for this (my first) session of History	See section 9 above...	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra credit points for those students that provide, and properly use and list, a primary source in their research papers and citation page. Finally, I have provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 95% of students provided the required 5 sources. It was also noted that only 5 students attempted to utilize a primary source in their work. Approximately, 95% of students' papers had at least 5 or more pages (as required). Approximately 5% of the students' papers were docked points as they did not have the required number of pages.</p>	<p>2A. The numbers reveal that the majority of students did complete the assigned task (research paper). There was also a greater number of students utilizing a primary source (than in my History 2B class). I will continue to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the instructor's Posting Area. This will help ensure that each student understand what is expected of them when constructing their research papers; and, allow those students looking at earning extra credit points an avenue to do so (by utilizing a primary source(s) in their research papers). I will, as noted in SLO #1, provide the students with additional MLA "how to" websites and primary/secondary source examples for their review.</p> <p>Another idea I have been working on and will include in a near future class, is the availability to earn extra credit points by constructing a research paper that requires the majority of sources to be primary (as opposed to giving them the luxury of using primary sources, or not, as is such on their regular paper due in the</p>	<p>See section 9 above...</p>	

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				<p>I have 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. Approximately 95% of students provided the required 5 sources. It was also noted that only 5 students attempted to utilize a primary source in their work. Approximately, 95% of students' papers had at least 5 or more pages (as required). Approximately 5% of the students' papers were docked points as they did not have the required number of pages.</p>	<p>class. My intentions are also to offer extra credit for students who (are able) travel to historical sites and provide a report on their trip. With respect to their extra credit research paper or trip to a historical site, I will provide students with a list of questions they must answer for their site or paper, and will require them to provide a photograph of their entrance ticket/receipt (for the historical trip to a site). In addition, I will require students take a photograph of themselves in front of the museum/historical site for additional proof they actually went to the museum/historical site. I will provide extra points for those that travel to a museum/historical site that is further in distance from Barstow. This all in hopes to get the students more involved in US History and to provide another avenue of having students become "physically" involved in my online course. It should also provide for a fun way for the students to learn more about the history of our country. Additionally, the report that they will complete about their trip will also lend itself to allowing the student to do actual "hands on" research; and, learn more</p>	<p>See section 9 above...</p>	

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				<p>I have 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. Approximately 95% of students provided the required 5 sources. It was also noted that only 5 students attempted to utilize a primary source in their work. Approximately, 95% of students' papers had at least 5 or more pages (as required). Approximately 5% of the students' papers were docked points as they did not have the required number of pages.</p>	<p>about primary/secondary sources and utilizing their skills at constructing a qualitative research report. I will try to put this idea (above) together this summer to use for my fall 2016 history classes. We will see!</p>	<p>See section 9 above...</p>	
		SLO #1 (Radziko wski)	<p>Students will be able to analyze and synthesize American History sources to formulate a historical thesis.</p>	<p>The majority of the students were able to develop a thesis statement in their research paper and support their conclusion from historical sources . A small portion (about 10 percent) of the student had problems in citing their sources correctly either in a MLA or APA format. Documentation always seems to be a constant deficiency in the assessment. Recommend students acquire access to MLA or APA format from the library or from on-line</p>	<p>Will reinforce /incorporate the various internet sites that depict MLA and APA sites</p> <p>I believe the tutorial greater enhanced the research portion for the research paper. example: Students who complete the STOP and GO Citation Determination Tutorial will receive 10% extra credit for this course.</p> <p>In addition this tutorial has been designed to teach distance education students how to find valid academic sources.</p>		
		SLO #1 (Stanek)	<p>Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.</p>	<p>The overall discussion results were averaged at 73% for the class (n=32). Most of the posts reflected high proficiency level of historical analysis and critical</p>	<p>Continue to provide opportunities for relevant academic readings and discussions. These</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.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Stanek)	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	thinking averaging weekly as high as 93.3%. Not all students discussed topics on regular demanded basis (about 2). This drove averages down.	opportunities shape the foundation for comprehension, analysis, and critical assessment in learning.	The overall quality of forum has decreased by 2% over the previous semester. This may have been brought down by greater number of students enrolled.	
		SLO #1 (Vasconcellos)	Analysis of primary and secondary sources	Review and grading of research paper—examines student sources knowledge and student critical thinking and writing skills.	This formula encourages student interaction and student critical thinking. I shall continue with this format. It works. Students are engaged and empowered.	Offered opportunity for student opinion backed by critical reading, writing and research skills. They could express their opinions and support them with primary and secondary sources.	
		SLO #1 (Waszak)	An understanding of the importance of America, its ideals, visions and the significance of its founding.	Good test results and student research assignments enhanced understanding of the above SLO	Bring more interactive discussion into the mix		
		SLO #1A (Feher)	Lenses and techniques of history	Two hour exams, final and concept research paper....Overall, students did well. 10 A, 5 B, 3 c. Some did not attend and some refused to comply with tests and assignments. Most did well, especially on final and papers.	This formula of reading, lectures, class discussions and visual aids seems to do quite well with contemporary students. Will continue this approach and include more class discussions for student involvement.	More flexible with research paper—a “concept” rather than a strict academic exercise—although still needed three primary sources and conform to academic style. Incorporated four main teaching styles—lecture, reading, class discussions and visual.	
				Two hour exams, final and concept research paper....Overall, students did well. 8 A, 3 B, 3 C. Most did well, especially on final and papers.	This formula of reading, lectures, class discussions and visual aids seems to do quite well with contemporary students. Will continue this approach and include more class discussions for student involvement.	More flexible with research paper—a “concept” rather than a strict academic exercise—although still needed three primary sources and conform to academic style. Incorporated four main teaching styles—lecture, reading, class discussions and visual.	
		SLO #1A (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis	Analysis was garnered through writing assignments covering political and social history of colonial America and the Antebellum period.	Continued testing of SLO in subsequent periods. But will also continue with reading lists tailoring assignments to specific areas.	Incorporated major revision through the offering of substantial more reading assignments; results were mixed.	
				Students required to read narratives, documents, engage in statistical analysis of primary information for oral/written reporting. Second to last half of semester	The actions for subsequent semester will utilize more of the narrative in combination with	Application of more narrative accounts and fewer source documents than previous semesters. Transition might account for significant attainment of	

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				witnessed encouraging results with near 83% attaining proficiency in this area.	traditional evaluation tools.	objective in this area.	
		SLO #2	Students will demonstrate critical thinking ability through analyzing historiographic scholarship.	27 students responded to 4 questions dealing with evaluating primary sources. 77 out of 108 responses were correct, a 71% rate. The questions dealt with common interpretations of the Navigation Acts, reasons for the Union victory in the Civil War, Henry Clay's role in the Nullification Crisis of 1832, and reasons for the support of Rutherford B. Hayes, from southern Representatives.	No changes are needed, as target has been met.	First time I've taught this online.	
		SLO #2 (Feher2)	Development of critical reading, writing and thinking skills.	Research papers reviewed and evaluated.	This strategy of a "research concept paper" in which students take a position (thesis) when a question is posed—and support their answer with primary and secondary sources works well. This will be continued.	Provide student more flexibility with concept paper.	
		SLO #2 (Hill)	Knowledge of reading, writing and proper note taking for success in history classes. Students will demonstrate their critical thinking through analyzing historical scholarship appropriate to course content.	After a review of student discussion question responses and discussion board postings, it is believed that most (at least 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 with the same plan, as it appears the increased participation rates on the discussion board and final test scores reveal the plan is working. However, I will continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page and Instructor's Posting area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page).	I continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students' posts for each weekly discussion period. I find that this keeps the students more interested in posting future posts, when they see a more vested interest from the instructor in their posts and questions they pose in their posts. Finally, I provide a study guide for the Final (as week or so prior to the final testing period). I have noticed that the student participation rate for this class on the Discussion Board is about the same as my last class. This session, I have also added a larger number of website, and other book source, information to the Discussion page (instead of just relying on the	

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		SLO #2 (Hill)	Knowledge of reading, writing and proper note taking for success in history classes. Students will demonstrate their critical thinking through analyzing historical scholarship appropriate to course content.	After a review of student discussion question responses and discussion board postings, it is believed that most (at least 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.	Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the Course Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test. And, as noted above, I will try to get the students more interested in seeking out other sources of historical information by using other avenues for their research.	primary text for the class). This in an attempt to lure the student to finding and seeking out other sources of information from other history sources on a particular subject. I do not want the students to just rely on one source (our text) for discussion. I want them to learn how to search out resources from other avenues (website, library, eye-witness accounts, etc.).	
		SLO #2 (Radziko wski)	Students will be able to explain relationships between the causes of historical events in American History and their effects.	24 students out of 34 were able to identify the causes, conduct and consequences of the Mexican War. and identify the major events that led the South to secede from the Union. Specifically the election of 1860 and concept of states' rights Based on the overall performance of the Hist 2A student body. I am confident that the 3C MODEL allows the students to analyze historical events from the causes, conduct , and consequences .	None, continue to use the 3 c model to assess the critical thinking skills of the student body		
		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 75% or higher individually. Class average stood at 66% (n=32). The average was driven down by 4 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	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. Rubric has been developed and posted along with sample MLA papers and formatting guides.	

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		SLO #2 (Stanek)	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	were not submitted through originality report. Also, six (6) students turned in work that was significantly short of required length of 5 pages. This could have been attributed to their lack of motivation, focus, or simply - their time management (rush job).	guidance.	Refined research questions and insistence on selecting one to avoid summary reports. Rubric has been developed and posted along with sample MLA papers and formatting guides.	
		SLO #2 (Waszak)	Students will gain awareness of challenges faced by our country during its infancy and how such "debates" still confront us today.	Good interactivity	I would do more of the same but better		
		SLO #2A (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	Collections identified early knowledge of bar graph, pie chart, and some regression model understanding; 37% in all areas. By end of semester, results indicated 75.3% understanding.	Further incorporation of basic statistical measures essential for interpreting historical information.	Greater application of statistical analysis methods than previously; significant level of historical data introduced from economic history.	
				Data collection comprised written examinations, oral presentations, and class projects. Projects involved debates, presentations, and co-teaching demonstrations whereby student and instructor prepared and delivered lessons.	Continued usage of presentations, co-presentations as rubric.	Co-teaching proved beneficial in that oral communication and research skills were honed. Had not incorporated this measurement in several semesters.	
		SLO #3	Students will exhibit proper note taking and comprehension abilities for successful completion of history course.	Students responded to four questions on the final exam requiring them to recall statements made in the lecture notes, in order for them to get the questions correct. 27 students responded to four questions (about differences between the Federalists and Antifederalists in the ratification debate over the Constitution; how the Mexican-American War led to the Compromise of 1850; about the type of government that the Articles of Confederation created; and about the Compromise Tariff of 1833). 93 of 108 responses were correct—86%.	No changes are needed, as target has been met.	First time I've taught this online.	
		SLO #3 (Radziko wski)	Students will be able to describe historical key individuals and events and explain their significance in historical content.	The majority of the students(29 out of 34)were able to identify the cause and consequences of the Compromise of 1850 , the Kansas Nebraska Act and the Dred Scott Decision.	None , Student demonstrated their understanding of a logical framework (the 3 c model) in the midterm , research paper and final examit		

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		SLO #3 (Radziko wski)	Students will be able to describe historical key individuals and events and explain their significance in historical content.	The majority of the students(29 out of 34)were able to identify the cause and consequences of the Compromise of 1850 , the Kansas Nebraska Act and the Dred Scott Decision.	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 these assessment and I presume that most did not have it at their disposal.	Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material.	Not much have changed here from the averages of other classes in this or past semester.	
		SLO #3 (Waszak)	The contributions made by economic growth toward our standard of living, and how competing philosophies concerned the use of societies resources sometimes led to political and social divisions.	This showed better results than previous uses	Keep the focus on open discussion in this and other classes		
		SLO #3A (Vasconc ellos)	Recognition of history as cross disciplinary in nature	Research papers examined historical data pertaining to political movements and ideologies governing the late eighteenth and early nineteenth century American history.	Further exploration through cross-disciplinary research for class presentation purposes should expand the depth of the SLO.	Political Science analysis supported given the supplemental readings chosen for the semester.	
				Initial results displayed limited cross-disciplinary understanding assessed via analysis of political and economic issues relevant to American history. However, later evaluations through discussion of political and economic trends in American history –done through case analysis- proved substantial results: 91.5% attainment.	Ensuing semesters will expand upon objective through usage of supplemental readings related to cross disciplinary areas.	Little significant modification other than including deeper study of economic trends in American history.	

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	HIST 2B	SLO #1	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	20 students answered four questions on the final exam dealing with interpretations of primary sources (the Bush Doctrine speech, Jeanne Kirkpatrick's article Dictatorships and Double Standards, and two questions about Truman's speech explaining his firing of General MacArthur). 64 of the 80 responses were correct (64/80), which is 80%.	No changes are needed, as target has been met.	Previous target was met, so no changes were needed.	
		SLO #1 (1)	Critical thinking through written analysis	Of the 35 students that were registered for the class, 18 turned in research papers. Of this number, 4 students scored 15 points (out of 20 points possible) or less on their submissions. This number reveals that, in this class, approximately 22% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This was an increase from my previous class whereby 19% of the students that turned in research papers needed help in the above noted areas]. Students were allowed 5 extra credit points if they used at least one primary source in their work (and properly identified their primary source in the text of their work and on their citation page). Of the 18 students that turned in research papers, only 3 students attempted to provide a primary source. I am unsure if this low participation rate reveals that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. [However, this is an increase from my last class, as during my last class, only 1 student utilized a primary source in their paper].	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. Additionally, I will provide several examples of primary and secondary sources for the students' peruse. Finally, I will place an increased number of reminders on the Instructor's Posting Area to persuade/encourage students to take advantage of extra credit points by utilizing a primary source(s) on their papers. All this in hopes to increase	It is unknown why so many students during this class period decided not to turn in research papers. 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 in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. Websites were provided for students to utilize that described/defined primary sources, The above noted increase in students utilizing a primary source (from my last class) reveals that a few more students are putting forth the effort to utilize a primary source in their work. However, the number is still much lower than I would like.	

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		SLO #1 (1)	Critical thinking through written analysis	<p>Of the 35 students that were registered for the class, 18 turned in research papers. Of this number, 4 students scored 15 points (out of 20 points possible) or less on their submissions. This number reveals that, in this class, approximately 22% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This was an increase from my previous class whereby 19% of the students that turned in research papers needed help in the above noted areas]. Students were allowed 5 extra credit points if they used at least one primary source in their work (and properly identified their primary source in the text of their work and on their citation page). Of the 18 students that turned in research papers, only 3 students attempted to provide a primary source. I am unsure if this low participation rate reveals that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. [However, this is an increase from my last class, as during my last class, only 1 student utilized a primary source in their paper].</p>	<p>number of students that complete research papers, and utilize primary sources.</p>	<p>It is unknown why so many students during this class period decided not to turn in research papers. 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 in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. Websites were provided for students to utilize that described/defined primary sources, The above noted increase in students utilizing a primary source (from my last class) reveals that a few more students are putting forth the effort to utilize a primary source in their work. However, the number is still much lower than I would like.</p>	
				<p>Of the 39 students that were registered for the class, 30 turned in research papers. Of this number, 4 students scored 15 points (out of 30 points possible) or less on their submissions. This number reveals that, in this class, approximately 9.75% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). [This was an increase from my previous</p>	<p>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.</p>	<p>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 in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their</p>	

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				<p>class whereby 19% of the students that turned in research papers needed help in the above noted areas]. Students were allowed 5 extra credit points if they used at least one primary source in their work (and properly identified their primary source in the test of their work and on their citation page). Of the 18 students that turned in research papers, only 3 students attempted to provide a primary source. I am unsure if this low participation rate reveals that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. [However, this is an increase from my last class, as during my last class, only 1 student utilized a primary source in their paper].</p>	<p>Additionally, I plan on providing several more MLA sources, both at the BCC book store, as well as on the internet, that provide the student with additional avenues to learn more about how to write a good paper, using the MLA system/format. Additionally, I will provide several examples of primary and secondary sources for the students' peruse. Finally, I will place an increased number of reminders on the Instructor's Posting Area to persuade/encourage students to take advantage of extra credit points by utilizing a primary source(s) on their papers.</p>	<p>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.</p>	
		SLO #2	Students will demonstrate critical thinking ability through analyzing historiographic scholarship.	<p>20 students responded to 4 questions dealing with evaluating primary sources. 62 out of 80 responses were correct, a 75% rate. The questions dealt with common interpretations of the containment policy of the US during the Cold War, and its applicability to the War on Terror; the reasons for Britain wanting to delay entering the war against Hitler; the Moynihan Report; and reasons for dropping the atomic bomb on Japan.</p>	<p>No changes are needed, as target has been met.</p>	<p>Previous target was met, so no changes were needed.</p>	
		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.	<p>After a review of student Discussion Question responses and Discussion Board posting, 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</p>	<p>My plan for next semester is to continue with same plan, as it appears the increased participation rates on the Discussion Board and Final test scores reveal the plan is working. However, I will continue to point out to the students the importance of reading, viewing required videos,</p>	<p>I continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students posts for each weekly discussion period. I find that this keeps the students more interested in</p>	

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		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.	less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests	and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the Course Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test.	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 have provided a study guide for the Final (as week or so prior to the Final testing period). I have noticed that the student participation rate for this class on the discussion Board is about the same as my last class.	
				After a review of student Discussion Question responses and Discussion Board posting, 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 with same plan, as it appears the increased participation rates on the Discussion Board and Final tests scores reveal the plan is working. However, I will continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be	I continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students' posts for each weekly discussion period. I find that this keeps the students more interested in posting future posts, when they see a more vested interest from the instructor in their posts and questions they pose in their posts. Finally, I provide a study guide for the Final (as week or so prior to the Final testing period). I have noticed that the student participation rate for this class on the Discussion Board is about the same as my last class. This session, I have also added a larger	

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				After a review of student Discussion Question responses and Discussion Board posting, 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.	increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the Course Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test. And, as noted above, I will try to get the students more interested in seeking out other sources of historical information by using other avenues for their research.	number of website, and other book source, information to the Discussion Page (instead of just relying on the primary text for the class). This in an attempt to lure the student to finding and seeking out other sources of information from other history sources on a particular subject. I do not want the students to just rely on one source (our text) for discussion. I want them to learn how to search out resources from other avenues (website, library, eye-witness accounts, etc.).	
		SLO #3	Students will exhibit proper note taking and comprehension abilities for successful completion of history course.	Students responded to four questions on the final exam requiring them to recall statements made in the lecture notes, in order for them to get the questions correct. 20 students responded to four questions dealing with the response to declining oil revenues in the USSR in the 1980s; reasons that no civil rights bill was passed by US Congress between the 1870s and 1950s; profit margins in various stages of production of goods in the US; and the Moynihan Report). 68 of 80 responses were correct—85%.	No changes are needed, as target has been met.	Per the SLO submission for the fall of 2015, I included more information in my notes, and provided better illustrations of my points. In the syllabus as well as instructor posts in discussion forums, I included more information to students about keeping up with each week's class material, as well.	
		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	The overall percentages are encouraging for this (my first) session of History 2A. The numbers reveal that the majority of students did complete the assigned task (research paper). There was also a greater number of students utilizing a primary source (than in my History	See section 10 above...	

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		SLO #3 (1)	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 99% of students provided the required 5 sources. It was also noted that only 1 student attempted to utilize a primary source in their work. Approximately 99% of students' papers had at least 5 or more pages (as required). Approximately 1% of the students' papers were docked points as they did not have the required number of pages.	2B class). I will continue to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the instructor's Posting Area. This will help ensure that each student understand what is expected of them when constructing their research papers; and, allow those students looking at earning extra credit points an avenue to do so (by utilizing a primary source(s) in their research papers). I will, as noted in SLO #1, provide the students with additional MLA "how to" websites and primary/secondary source examples for their review. Another idea I have been working on and will include in a near future class, is the availability to earn extra credit points by constructing a research paper that requires the majority of sources to be primary (as opposed to giving them the luxury of using primary sources, or not, as is such on their regular paper due in the class. My intentions are also to offer extra credit for students who (are able) travel to historical sites and provide a report on their trip. With respect to their extra credit research paper or trip to a historical site, I	See section 10 above...	

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		SLO #3 (1)	Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research.	<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. Approximately 99% of students provided the required 5 sources. It was also noted that only 1 student attempted to utilize a primary source in their work. Approximately 99% of students' papers had at least 5 or more pages (as required). Approximately 1% of the students' papers were docked points as they did not have the required number of pages.</p> <p>I have instructed students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also</p>	<p>will provide students with a list of questions they must answer for their site or paper, and will require them to provide a photograph of their entrance ticket/receipt (for the historical trip to a site). In addition, I will require students take a photograph of themselves in front of the museum/historical site for additional proof they actually went to the museum/historical site. I will provide extra points for those that travel to a museum/historical site that is further in distance from Barstow. This all in hopes to get the students more involved in US History and to provide another avenue of having students become "physically" involved in my online course. It should also provide for a fun way for the students to learn more about the history of our country. Additionally, the report that they will complete about their trip will also lend itself to allowing the student to do actual "hands on" research; and, learn more about primary/secondary sources and utilizing their skills at constructing a qualitative research report.</p> <p>The overall percentages are encouraging for this (my first) session of History</p>	See section 10 above...	

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				<p>instructed the students that their papers must be at least 5 pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra credit points for those students that provide and properly use and list a primary source in their research papers and citation page. Finally, I have provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 99% of students provided the required 5 sources. It was also noted that only 3 students attempted to utilize a primary source in their work. Approximately 99% of students' papers had at least 5 or more pages (as required). Approximately 1% of the students' papers were docked points as they did not have the required number of pages.</p>	<p>2A. The numbers reveal that the majority of students did complete the assigned task (research paper). There was also a greater number of students utilizing a primary source (than in my History 2B class). I will continue to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the instructor's Posting Area. This will help ensure that each student understand what is expected of them when constructing their research papers; and, allow those students looking at earning extra credit points an avenue to do so (by utilizing a primary source(s) in their research papers). I will, as noted in SLO #1, provide the students with additional MLA "how to" websites and primary/secondary source examples for their review.</p> <p>Another idea I have been working on and will include in a near future class, is the availability to earn extra credit points by constructing a research paper that requires the majority of sources to be primary (as opposed to giving them the luxury of using primary sources, or not, as is such on their regular paper due in the</p>		

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				<p>I have 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. Approximately 99% of students provided the required 5 sources. It was also noted that only 3 students attempted to utilize a primary source in their work. Approximately 99% of students' papers had at least 5 or more pages (as required). Approximately 1% of the students' papers were docked points as they did not have the required number of pages.</p>	<p>class. My intentions are also to offer extra credit for students who (are able) travel to historical sites and provide a report on their trip. With respect to their extra credit research paper or trip to a historical site, I will provide students with a list of questions they must answer for their site or paper, and will require them to provide a photograph of their entrance ticket/receipt (for the historical trip to a site). In addition, I will require students take a photograph of themselves in front of the museum/historical site for additional proof they actually went to the museum/historical site. I will provide extra points for those that travel to a museum/historical site that is further in distance from Barstow. This all in hopes to get the students more involved in US History and to provide another avenue of having students become "physically" involved in my online course. It should also provide for a fun way for the students to learn more about the history of our country. Additionally, the report that they will complete about their trip will also lend itself to allowing the student to do actual "hands on" research; and, learn more</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				I have 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. Approximately 99% of students provided the required 5 sources. It was also noted that only 3 students attempted to utilize a primary source in their work. Approximately 99% of students' papers had at least 5 or more pages (as required). Approximately 1% of the students' papers were docked prints as they did not have the required number of pages.	about primary/secondary sources and utilizing their skills at constructing a qualitative research report. I will try to put this idea (above) together this summer to use for my fall 2016 history classes.		
	HIST 4	SLO #1A (Vasconcellos)	Differentiate between primary and secondary information important to historical analysis	Data summarized showed progress from early, initial lack of primary source knowledge to substantial increase in awareness in differentiation from secondary sources. Data derived from research bestowed during presentations from individual and group settings.	Will continue measuring SLO in this fashion: oral presentations, group discussions.	Changes not material to present condition.	
		SLO #2A (Vasconcellos)	Understanding of how to critically assess data for objective evaluation	Data evidenced early knowledge of critical assessment through secondary readings, discussion on topics relevant to social science, and evaluation of historical trends/movements; greater than 80% attainment by semester's end.	As stated, continued use of class presentations.	More use of class presentations in future planned in assessing this SLO	
		SLO #3A (Vasconcellos)	Recognition of history as cross disciplinary in nature	Oral presentations and written assignments encompassed methods utilized in attaining results: 43% recognition at onset; 79% by end of semester.	To increase initial assessment results, greater emphasis will be placed on class participation at onset of the semester.	No relevant changes made from previous assessment.	
	HIST 5	SLO #1	Differentiate between primary and secondary information important to historical analysis.	Student's evidenced substandard understanding in this area from data collected which utilized readings and exam topics.	Changes significant to previous semester in that students were not as prepared in this area. Final		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	HIST 5	SLO #1	Differentiate between primary and secondary information important to historical analysis.	Student's evidenced substandard understanding in this area from data collected which utilized readings and exam topics.	projects, tests, did show, however, improvement.		
		SLO #2	Understanding of how to critically assess data for objective evaluation.	Clear knowledge of historical interpretation utilizing objectivity: group discussions, quizzes	Will continue utilizing similar practices for fall semester.	Same materials incorporated; similar results.	
		SLO #3	Recognition of history as cross disciplinary in nature	Essays exploring original writings of early pioneers, native Californians, and government documents contributed to learning objective attainment. Student results were significant in that goal standard was attained.	Group assignments/project will have more emphasis in future semester in hopes of attaining objective.	"Weight" given more toward group assignments and final project than previous semester; results equal to that of prior assessments.	
	HIST 8A	SLO #1	Analyze the motivations, personalities, achievements and failures of major historical personages from the dawn of humans to the 14th Century	13 students answered one or two questions on the final exam dealing with analyzing the motivations, personalities, achievements, and failures of Wang Anshi and Diocletian. The 19 responses averaged 75% (284 points out of 380 possible).	No changes are needed, as target has been met.	More detail was provided in my lectures, although in the previous SLO, my students met the goal.	
		SLO #1A	Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past.	The overall discussion results were averaged at 69% for the class (n=18). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 95%. Not all students discussed topics on regular demanded basis. This drove averages down. Some just simply visited with brevity.	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 to the 14th Century.	13 students responded to up to 3 questions dealing with historical problems and possible solutions (the Magna Carta in England, and the Greek theory of the Cycle of Constitutions). Of the 356 points possible, students scored 284, which is a 79% rate.	No changes are needed, as target has been met.	More detail was provided in my lectures, although in the previous SLO, my students met the goal.	
		SLO #2A	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	Most students did well averaging 75% or higher individually. Class average stood at 55% (n=18) 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	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	Refined research questions and insistence on selecting one to avoid summary reports.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2A	Evaluate the importance and the differentiation between primary and secondary sources in history learning.	done. Papers were not submitted through originality report. 5 papers were not submitted.	assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance.	Refined research questions and insistence on selecting one to avoid summary reports.	
		SLO #3	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 achievement and virtue.	11 students responded to two questions on the final exam requiring them to respond to the lessons of history, and how they might instruct and inspire future generations (one dealt with the fall of the Roman Republic; the other dealt with the fall of the Roman empire in the West in the 400s AD). The 11 responses scored 156 out of 220 points possible, for a 71% average score.	No changes are needed, as target has been met.	More detail was provided in my lectures, although in the previous SLO, my students met the goal.	
		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 60%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 70-80%. Perhaps motivation, decision to drop, or just testing the waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial in these assessment and I presume that most did not have it at their disposal. The overall average would have been around 76% if all students completed the final proctored exam. I believe that the procrastination and failure to select a proctor caught some off guard.	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.	
	HUMA 1	SLO #1	Explain the impact of the arts on society and self.	<ul style="list-style-type: none"> - 34/36 students completed the final exam; among this number, the passing ratio was 90% - 94% of students demonstrated satisfactory levels in regards to this SLO - 6% of students did not demonstrate satisfactory levels in regards 	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	No changes were made from previous results	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	HUMA 1	SLO #1	Explain the impact of the arts on society and self.	to this SLO	myself to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	No changes were made from previous results	
				<ul style="list-style-type: none"> - 36/37 students completed the final exam; among this number, the passing ratio was 90% - 91% of students demonstrated satisfactory levels in regards to this SLO - 9% of students did not demonstrate satisfactory levels in regards to this SLO 	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. I will continue to evaluate myself to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	No changes were made from previous results	
		SLO #2	Identify the unique characteristics of a specific form of art studies in class.	All students fully participated in these very important assessments	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results	
		SLO #2A	Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	<p>Enrolment: 25 Raw Data: 100, 100, 97, 97, 95, 93, 92, 87, 83, 82, 82, 80, 73, 73, 65, 65, 3, 0, 0, 0, 0, 0, 0, 0</p> <p>(56%) Passed with 70% or Better [70%-79% (2); 80%-89% (5); 90%-100% (7)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(44%) Earned substandard grades of 69%</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2A	Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	<p>or below [0%-59% (9), 60%-69% (2)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	
				<p>Enrolment: 25 Raw Data: 100, 94, 92, 92, 92, 92, 91, 90, 90, 90, 90, 90, 89, 88, 88, 87, 86, 86, 86, 86, 86, 85, 85, 85, 84, 82, 82, 81, 80, 80, 79, 75, 0, 0, 0, 0</p> <p>(89.47%) Passed with 70% or Better [70%-79% (2); 80%-89% (19); 90%-100% (13)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(10.52%) Earned substandard grades of 69% or below [0%-59% (0), 60%-69% (4)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Compare and contrast art forms being studied in class and the relevant historical or cultural influences.	<ul style="list-style-type: none"> - 30/36 students successfully completed the Term Paper Assignment - 83% of students demonstrated satisfactory levels in regards to this SLO - 17% of students did not demonstrate satisfactory levels in regards to this SLO 	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. However, I plan to be more proactive in posting announcement reminders of this assignment.	No changes were made from previous results	
				<ul style="list-style-type: none"> - 34/37 students successfully completed the Term Paper Assignment - 89% of students demonstrated satisfactory levels in regards to this SLO - 11% of students did not demonstrate satisfactory levels in regards to this SLO 	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated. However, I plan to be more proactive in posting announcement reminders of this assignment.	No changes were made from previous results	
	HUMA 4	SLO #1A (Waszak)	Analyze the use of technique/practice within films. Discuss the impact of specific filmmakers on overall cinematic technique.	Students were made aware of the techniques and technology of film making	Would choose clearer examples to present in class	Made the course more interactive	
		SLO #2 (Love S16)	Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	<p>Enrolment: 25 Raw Data: (out of 125) 119, 116, 116, 112, 112, 106, 106, 106, 103, 101, 100, 100, 97, 88, 88, 51, 0, 0, 0, 0, 0, 0, 0, 0</p> <p>(64%) Passed with 70% or Better [70%-79% (3); 80%-89% (7); 90%-100% (5)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Love S16)	Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	demonstrated. (36%) Earned substandard grades of 69% or below [0%-59% (10), 60%-69% (0)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.	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 #2A (Waszak)	Link societal issues and events to cinematic approaches and offerings. Use historical context and discuss the role of the films as a form of media. Critique films based on cinematic approach, universality, and societal impact	Students were made aware to the social impact of film making	Do more of the same	More specific focus on the key developments of social significance related to film	
		SLO #3A (Waszak)	Respond to various cultural nuances and differences in film Understand the connection between films and popular culture.	Students were able to assess the value of the film	Continue improving and fine-tuning the lesson plan	Better emphasis on the analytical aspects of the course as relates to the SLO	
	HUMA 5	SLO #1	Communication - The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the world.	41 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.	Continued to refresh prompts and follow-up questions to enhance Summaries and Responses to the weekly myths	
		SLO #2	Creative, Critical, and Analytical Thinking - Identify and analyze the primary similarities germane to myths across various world cultures as well as the most significant differences.	93% of students fully participated in these very important assessments 7% of students did not complete these assessments	The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated.	No changes were made from previous results	
		SLO #2	Use logical analysis to	Enrolment: 25	No substantive changes	The course is working well as designed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Love S16)	evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	<p>Raw Data: (out of 50) 47, 46, 46, 45, 45, 44, 44, 41, 39, 39, 37, 36, 36, 33, 5, 0, 0, 0, 0, 0, 0, 0, 0</p> <p>(48%) Passed with 70% or Better [70%-79% (5); 80%-89% (3); 90%-100% (5)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(52%) Earned substandard grades of 69% or below [0%-59% (11), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.</p>	other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	
		SLO #3	Global Awareness - Cultivate knowledge, respect, and tolerance of ideas and beliefs originating in mythological thoughts from various cultures and perspectives dissimilar from one's own.	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	
	MATH 1	SLO #1	Demonstrate the ability to solve problems as listed in the objectives.	In Exam 1 20/22 or 91% of the class passed the exam with a 70% or higher. Only 9% of the students that took the exam did not passed Exam 1.	The data indicates that only 91% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1.	No changes were made. First time teaching the course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MATH 1	SLO #1	Demonstrate the ability to solve problems as listed in the objectives.	In Exam 1 20/22 or 91% of the class passed the exam with a 70% or higher. Only 9% of the students that took the exam did not passed Exam 1.	Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future.	No changes were made. First time teaching the course.	
		SLO #1 (Esperanza)	SWAT demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	I could say, based on the homework turn out and the percentage of their homework grade, there's 85% of homework turned in to me via email. The student submitted the work diligently	Students will be given a more detailed instruction as to what my expectation is from my students during the semester. The student will be given a more detailed instruction as to what my expectation is for the special class		
		SLO #2	Demonstrate the ability to analyze multiple representations of problems and the connections between such.	In Exam 2 19/22 or 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not passed Exam 3.	The data indicates that only 86% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future.	No changes were made. First time teaching the course.	
		SLO #2 (Esperanza)	SWAT demonstrate both content knowledge and test taking skills.	Over-all most students participated on the online discussion regularly and took their quizzes online with positive result. A – 7 Students B – 4 students C – 9 students D – none F – 8 students 20/28 students passed the class about 71% of the students passed the class with a C grade or better. Student received an A for this class	I am going to introduce the graded homework for the next semester.	N/A (first time teaching Math1 for this semester)	
		SLO #3	Demonstrate the ability to apply appropriate technology	In the Final Exam 19/22 or 86% of the class passed the exam with a 70% or	The data indicates that only 86% of the class	No changes were made. First time teaching the course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	to solve, analyze, synthesize, and evaluate mathematical problems and concepts.	higher. Only 14% of the students that took the exam did not pass the Final Exam.	passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3.	No changes were made. First time teaching the course.	
		SLO #3 (Esperanza)	SWAT evaluate scientific data/facts, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	Received an A for homework grade	Encourage student to work independently.		
				The grade distribution on the discussion showed 97% turn out for this semester. Only a handful of students failed to write their entry on each lesson.	Encourage students to take part on the discussion to ensure progress on their independent work.		
	MATH 101	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on whole numbers, fractions, decimals, and signed numbers, one-step equations in a single variable, and application problems including the above.	Data was collected from one appropriate problems on the final exam. The students demonstrated comprehension of the material 75% of the time.	In the future, I will continue to emphasize arithmetic of fractions and solving equations containing fractions because those were the problems that the students struggled with the most.	More emphasis was placed on fractions, real numbers and solving equations	
				Exam 1: 35 students completed the assessment, 28 or 80% students were successful with a "C" or higher, 7 or 20% of the students did not pass the assessment.	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	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.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Exam 1: 35 students completed the assessment, 28 or 80% students were successful with a "C" or higher, 7 or 20% of the students did not pass the assessment.	to classmates and instructor is very beneficial.	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.	
				In Exam 1 27/29 or 93% of the class passed the exam with a 70% or higher. Only 7% of the students that took the exam did not passed Exam 1.	The data indicates that only 93% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making connections in how signed numbers are used in real life applications is one way I plan to improve student success in SLO 1.	No changes were made	
		SLO #1A	#1 SWAT demonstrate orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge	Participation counts as extra credit points that is added to their classwork grade	Students will be given a more chance to participate in the discussion.		
		SLO #1A (Vartanian)	Demonstrate the ability to perform arithmetic operations on whole numbers	Above Average: 100%, Average: 0%, Below Average: 0%	Continue Using MyMathLab.	Encourage Class Attendance. Encourage use of "help" resources included within 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 based on objectives that may include; fractions, decimals and percents, tables and graphs, perimeter, area, and volume.	Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 50% of the time.	I will continue to practice word problems, emphasizing those containing percentages. That was the problem selected from the final, and that is where students struggled the most.	The word problem selected for the SLO was more difficult than the previous SLO problem, and more students seemed to struggle with it.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Exam 3: Of the 35 students, 31 students completed the assessment, 1 student was dropped after the first census, 3 students did not complete the assessment, and 24 or 77% students were successful with a "C" or higher.	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 connections in learning to classmates and instructor is very beneficial.	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.	
				In Exam 3 25/29 or 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not pass Exam 3.	The data indicates that only 86% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	No changes were made.	
		SLO #2 (Vartanian)	Solve percent, ratio, proportion and application problems	Above Average: 78%, Average: 12%, Below Average: 0%	Continue using MyMathLab	Encourage class attendance. Encourage use of "help" resources included within MyMathLab	
		SLO #2A	#2 SWAT demonstrate both content knowledge and test	(#of score 59% and below) Quiz1 : 6/15	I am going to introduce grading notes by watching	The same grading policy was administered for this semester.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2A	taking skills	Quiz2: 3/15 Quiz3: 2/15 Quiz4: 6/15 Midterm: 2/15 Quiz 5: 5/15 Quiz 6: 1/15	the videos I have prepared for the class.	The same grading policy was administered for this semester.	
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator.	Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 75% of the time.	Students are excited to be able to solve real-world problems. I will continue to concentrate on these problems in the future.	More emphasis on multi-step calculator problems, especially calculating credit card interest, balance and minimum payments..	
				Exam 4: Of the 35 students, 29 students completed the assessment, 1 student was dropped after the first census, 5 students did not complete the assessment, and 20 or 80% students were successful with a "C" or higher.	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.	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.	
				In the Final Exam 25/29 or 83% of the class passed the exam with a 70% or higher. Only 17% of the students that took the exam did not pass the Final Exam.	The data indicates that only 83% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan to guide students to use a calculator as an aid to complete basic arithmetic problems.	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Vartanian)	Demonstrate a fundamental understanding of prime factorization, rounding, estimating, sums, difference, products, and quotients	Above Average: 80%; Average: 20%; Below Average: 0%	Continue using MyMathLab	Encourage class attendance. Encourage use of "help" resources included within MyMathLab	
		SLO #3A	#3 SWAT evaluate scientific data/facts, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community or scientific problems.	Final Exam: out of the 15 students who took the final exam, only 1 student received a score that is lower than 50%. All students passed the test	Most students passed their coursework for this class. Only 1 student received a grade of D on their Final grade.		
MATH 2		SLO #1	Graph data using calculator/computer software.	41 out of 44 students attempted and passed this assessment (93.8%).	Students in this class are very proficient and comfortable with using various software programs and social media. Most are able to generate nice tables and charts using Excel and could upload the work to Instagram with instructions provided.	This is my first time teaching this course and the first time this exercise was given.	
		SLO #1 (Vartanian)	Students shall demonstrate the ability to organize and analyze data graphically; understand and apply descriptive statistical measures to solve real world problems.	Above Average: 63%, Average: 37%, Below Average: 15%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance.	
				Above Average: 75%, Average: 25%, Below Average: 0 %	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance.	
				Above Average: 75%, Average: 25%, Below Average: 0%	Encourage class attendance and timely complete the homework assignments.	Encourage Class Attendance. Encourage use of "help" resources included within MyMathLab.	
		SLO #1 (Weis)	Organize and analyze data. Test 1	26 out of 26 students took the test. The class performed at an average of 85% and the median of the class for this SLO is 86%.	The students performed excellent on this SLO. No changes need to be make		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Weis)	Organize and analyze data. Test 1	The students met the class objective above the target.	for next semester.		
		SLO #2	Perform tests of hypothesis and confidence limits.	42 of 44 students attempted and passed this assessment (95.4%)	Students have an intrinsic understanding of polls and survey results, and are able to incorporate statistical terminology into their discussion.	This is my first time teaching this course and the first time this exercise was given.	
		SLO #2 (Vartanian)	Students shall demonstrate the ability to perform simple linear regression analysis for estimation, inference, and prediction.	Above Average: 63%, Average: 37%, Below Average: 13%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of "help" resources included within MyMathLab.	
				Above Average: 63%, Average: 37%, Below Average: 13%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance.	
				Above Average: 90%, Average: 10%, Below Average: 0%	Encourage class attendance and timely complete the homework assignments.	Encourage Class Attendance. Encourage use of "help" resources included within MyMathLab.	
		SLO #2A (Weis)	Probability and Binomial probability distribution	26 out of 26 students took the test. The class performed at an average of 81% and the median of the class for this SLO is 85%. The students met the class objective above the target.	Doing well. No changes.		
		SLO #3	Understand and interpret statistics terminology. Organize and analyze data using established methods and distributions.	37 of 44 students attempted and passed this assessment (84.1%)	Students are able to follow instructions to carry out an experiment that improve their understanding of the complex idea of sampling distribution of the mean.	This is my first time teaching this course and the first time this exercise was given.	
		SLO #3 (Vartanian)	Students should demonstrate the ability to compute probabilities by modeling sample spaces and applying rules of permutations and combinations, additive and multiplicative laws and	Above Average: 50%, Average: 25%, Below Average: 25%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage participation!	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Vartanian)	conditional probabilities.	Above Average: 50%, Average: 25%, Below Average: 25%	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage participation!	
				Above Average: 62%, Average: 38%, Below Average: 0%	Encourage class attendance and timely complete the homework assignments.	Encourage Class Attendance. Encourage use of "help" resources included within MyMathLab.	
				Discussion Board activities and Module Quiz	Encourage participation. Students are Benefiting from Discussion Board Activities/Continue using discussion board activities/Maximize Discussion Participation.	Encourage use of MyMathLab "Help Me Solve" guided assistance	
		SLO #3A (Weis)	Central limit theorem and laws of large numbers	26 out of 26 students took the test. The class performed at an average of 76% and the median of the class for this SLO is 81%. The students met the class objective above the target.	The students performed average on this objective. I plan to add more lecture notes.		
MATH 3	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on real and complex numbers, multi-step equations and inequalities in one and two variables, theory of polynomials, sequences and series, binomial theorem, and advanced application problems including the above.	CRN 40218: Of the 40 students who took this exam, 32 achieved a score of C or higher. [80%] CRN 40219: Of the 36 students who took this exam, 36 achieved a score of C or higher. [100%]	The Math 101-50-55-3 sequence will be offered again in the next school year.	CRN 40218 was taught in 9 weeks just after the 9 weeks Math 55. The percentages are comparable.		
				33 out of 38, that is 87% of the students passed this assessment, and 5 out of 38, that is 13% of the students failed this assessment. This is mostly due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				36 out of 41, that is 88% of the students	The above shows that most	Have kept doing the same as before and	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				passed this assessment, and 5 out of 41, that is 12% of the students failed this assessment. This is mostly due to errors in calculations.	students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	have been more aware of emails and quick responses.	
				9/12 passed with 80% or better	The students were the best I have had. Only a few struggled and that was due to outside school work. In the future though, I would like to create a web site to support the students with recorded lessons and a discussion board for soldiers on duty.	I moved the midterm to a Monday to give the students the weekend to complete homework and practice exam.	
				Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 81.8% of the time.	I plan to add the section that covers the graphs of polynomial functions.	More time was spent covering graphs of rational functions	
		SLO #2	Representations/Connections : The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on the objectives that may include; polynomial, exponential, and logarithmic functions and sequences and series, and their associated tables and graphs.	35 out of 38 passed this assessment, that is 92% of the students, and 3 out of 38 didn't pass this assessment, that is 8% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				37 out of 41 passed this assessment, that is 90% of the students, and 4 out of 41 didn't pass this assessment, that is 10% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				9/12 passed with an 80% or better	The students were the best I have had. Only a few struggled and that was due	I provided more practice exams to prepare students for actual exam.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				9/12 passed with an 80% or better	to outside school work. In the future though, I would like to create a web site to support the students with recorded lessons and a discussion board for soldiers on duty.	I provided more practice exams to prepare students for actual exam.	
				CRN 40218 Of the 33 students who took exam 3 there were 24 who achieved a grade of C or higher. [73%] CRN 40219: Of the 36 students who took exam 3 there were 32 who achieved a Grade of C or higher. [89%]	There often seems to be a bit of burnout by exam 3. This may indicate more exciting classes are needed. Also, it may be the practice of dropping the lowest unit exam. If the student already has grades he is satisfied with, he may not study as hard for later exams.	CRN 40218 was taught in 9 weeks and CRN 40219 was in usual 18 week format. Having one section of accelerated format and one of usual length and format will be offered again. It was shown some time ago that it was not a good idea to have an instructor teaching only the 9 weeks class. Some students chose the instructor rather than the time frame that would be good for them. Students seem happy to have the choice of times frames with the instructor they preferred.	
				Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 54.5% of the time.	I plan on condensing sections on systems of equations and matrices, allowing more time for probability and counting methods, since they are really the only word problems that are covered in the course.	The sections of counting methods and probability were not emphasized enough.	
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator, scientific calculator, graphing calculator, CAS, other.	10/12 passed with over 70% proficiency.	I need to get an TI 84 emulator for my computer to help with class demonstrations.	I helped the students download graphing calculator app on their phones. We used TI=84 calculators to help solve problems.	
				35 out of 38 passed this assessment, that is 92% of the students, and 3 out of 38 didn't pass this assessment, that is 8% of the students. This is most likely due to	The above shows that most students are understanding the material and my plan is to keep an	Have kept doing same as before and have been more aware of emails and quick responses.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				errors in calculations.	eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				38 out of 41 passed this assessment, that is 93% of the students, and 3 out of 41 didn't pass this assessment, that is 7% of the students. This is most likely due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				CRN 40218: Of 41 students taking the exam, there were 35 who achieved a grade of C or higher. [85%] CRN 40219: Of 36 students taking the exam, there were 34 who achieved a grade of C or higher. [94%]	More discussion in both classes about the two time frames available. More discussion about possible changes in study habits for the accelerated classes.	CRN 40218 was the new 9 weeks form. This first full year of accelerated format finished well.	
				Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 63.6% of the time	A different problem concerning matrix multiplication will be used for the calculator problem on the next final exam.	A graphing problem asking the students to find x-intercepts of a parabola was selected, but some students didn't set up the problem correctly in order to find the answer with the calculator.	
	MATH 4B	SLO #1	Problem solving: The student will demonstrate the ability to solve level appropriate problems that may include: techniques of integration, applications of the integral, sequences and series, conic sections, polar coordinates, vectors, and the geometry of space.	There were 16 students who took the final exam. Of these, 16 achieved a grade of C or better. [100%]	It is planned that Mr. Duque will be teaching Calculus in 2016/2017. We have had discussions, especially about textbooks. I think it will be beneficial that he taught trigonometry this spring. He will know many of the students and their strong points.	Previous calculus instructor retired. Comparing to the Math 4a course in current sequence: Useful films were not found. Models were successfully used.	
		SLO #2	Representations/connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such.	Of the 16 students who took exam 4 there were 16 who achieved a grade of C or higher. [100%]	Problems can be clarified with sketches, short films, and three dimensional models.—Continuing the models and finding more of the other items is planned.	Models make the solids of revolution easier to understand. Models made of wood, styrofoam, and metal were used during those sections.	
		SLO #3	Technology: The student will demonstrate the ability apply	Of the 16 students who took exam 3 there were 16 who achieved a grade of C or	Using computer calculus system such as Maple or	Previous calculus instructor retired. Useful films were not found. Models	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts.	higher. [100%]	Mathematica would be useful. The text has some problems specifically designed for such systems. At one time, we had Mathematica. I haven't asked about it recently.	were successfully used.	
MATH 50	SLO #1	Problem Solving: Student will demonstrate the ability to solve level appropriate problems that may include; operations on signed numbers, several step equations and inequalities in a single variable, operations on polynomials (emphasis on factoring), integral exponents, and elementary application problems including the above.	41 out of 44 passed this assessment, that is 93% of the students, and 3 out of 44 didn't pass this assessment, that is 7% of the students. This is mostly due to errors in calculations.		The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				In Exam 1 17/21 or 81% of the class passed the exam with a 70% or higher. Only 19% of the students that took the exam did not passed Exam 1.	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 more connections in how integral exponents are used in real life applications is one way I plan to improve student success in SLO 1.	No changes were made.	
				In Exam 1 24/27 or 88% of the class passed the exam with a 70% or higher. Only 1% of the students that took the exam did not passed Exam 1.	The data indicates that only 88% 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.	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In Exam 1 24/27 or 88% of the class passed the exam with a 70% or higher. Only 1% of the students that took the exam did not passed Exam 1.	Making more connections in how integral exponents are used in real life applications is one way I plan to improve student success in SLO 1.	No changes were made.	
				In Exam 1 30/35 or 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not passed Exam 1. Pass = 22/30, No Pass = 8/30	The data indicates that only 88% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making more connections in how integral exponents are used in real life applications is one way I plan to improve student success in SLO 1. Emphasize more problem solving questions on the HW for the Fall 2015 semester.	No changes were made.	
		SLO #1 (Weis)	Add, subtract, multiply and divide signed numbers. This objective is under Test 1.	22 students out of 26 students completed the test. 18 Students out of 22 students successfully completed the assignments with a score of "C" 70% and better. Of those who completed the course, it was evident that students who utilizing their textbook, lecture notes and lecture videos are doing well for the online class Class average is 70% and the class median is 83%. The average grade and the median of SLO # 1 indicated that the students understood and achieved the class objectives.	New Discussion topics on MYMATHLAB.	I used both Moodle and MYMATHLAB to post the weekly discussion topics and all related class assignments.	
		SLO #2	Representations/Connections : The student will demonstrate the ability to	38 out of 44 passed this assessment, that is 86% of the students, and 6 out of 44 didn't pass this assessment, that is 14% of	The above shows that most students are understanding the material	Have kept doin same as before and have been more aware of emails and quick responses.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	analyze multiple representations of level appropriate problems and the connections between those representations that may include; fractions, decimals and percents, linear equations and associated tables and graphs.	the students.	and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses.	
				In Exam 3 16/21 or 76% of the class passed the exam with a 70% or higher. Only 24% of the students that took the exam did not passed Exam 3.	The data indicates that only 76% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	No changes were made.	
				In Exam 3 25/27 or 81% of the class passed the exam with a 70% or higher. Only 19% of the students that took the exam did not passed Exam 3.	The data indicates that only 81% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In Exam 3 28/35 or 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not passed Exam 3.	The data indicates that only 81% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course.	No changes were made	
				Pass = 23/30, No Pass = 7/30	No changes		
		SLO #2 (Weis)	Solve linear equations and inequalities in one variable. This objective belonged to Test 2.	25 out of 26 students completed the test. 23 out of 26 students met SLO # 2 objective with 70% or higher. Class average is 81% and the class median is 85%. The class average and the median for SLO # 2 indicated the students performed and understood the objective very well.	See SLO #1 result	See SLO #1 result	
		SLO #3	Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts that may include; four function calculator, scientific calculator, other.	41 out of 44 passed this assessment, that is 93% of the students, and 3 out of 44 didn't pass this assessment, that is 7% of the students. This is mostly due to errors in calculations.	The above shows that most students are understanding the material and my plan is to keep an eye at grades and keep in touch with those not doing so well.	Have kept doing same as before and have been more aware of emails and quick responses	
				In the Final Exam 16/21 or 71% of the class passed the exam with a 70% or higher. Only 29% of the students that took the exam did not pass the Final Exam.	The data indicates that only 71% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all	No changes were made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				In the Final Exam 16/21 or 71% of the class passed the exam with a 70% or higher. Only 29% of the students that took the exam did not pass the Final Exam.	students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.	No changes were made.	
				In the Final Exam 21/27 or 78% of the class passed the exam with a 70% or higher. Only 22% of the students that took the exam did not pass the Final Exam.	The data indicates that only 78% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.	No changes were made	
				In the Final Exam 26/35 or 74% of the class passed the exam with a 70% or higher. Only 26% of the students that took the exam did not pass the Final Exam.	The data indicates that only 74% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.	No changes were made	
				Pass = 23/30, No Pass = 7/30			
		SLO #3A	Factor polynomials	21 out of 26 students completed the test.	See SLO #1 results	See SLO #1 results	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Weis)	Factor polynomials	<p>20 students out of 21 students passed the SLO # 3 objective with a 70% or higher.</p> <p>Class average is 71% and the class median is 87%. Again, the students met and doing very well on this objective.</p>	See SLO #1 results	See SLO #1 results	
MATH 55	SLO #1	Problem Solving: The student will demonstrate the ability to solve level appropriate problems based on the objectives that may include; operations on signed numbers, several step equations and inequalities in one and two variables, operations on polynomials and rational expressions including solving, rational exponents, and intermediate application problems including the above.	<p>15/19 passed with 80% or better</p> <p>26 students completed the final exam. From the final exam, 5 questions were chosen to assess for SLO #1. Of the 130 attempts, 102 were deemed successful mastery of the concept, which is approx 78.5%.</p> <p>26/34 or approximately 76% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO.</p> <p>8/34 or approximately 24% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.</p>	<p>In the future, I would like to create a web site to support the students with recorded lessons and a discussion board for soldiers on duty.</p> <p>Students struggle with the ability to define mathematical concepts in their own words, particularly when it comes to functions. Too many students passed the course without truly understanding the concept of a function, and I plan on implementing a writing requirement in the future to force students to explain these concepts in their own words.</p> <p>Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.</p>	<p>I moved the midterm to a Monday to give the students the weekend to complete homework and practice exam.</p> <p>A longer study of chapters six and seven were implemented in this course, as chapters four and five are mostly review of the previous course.</p> <p>I have utilized assignments from MyMathLab.com extensively and allowed students to practice each assignment many times. This has maintained the percentage of students with "C" or higher (76%) in a passing level.</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
					Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I have utilized assignments from MyMathLab.com extensively and allowed students to practice each assignment many times. This has maintained the percentage of students with "C" or higher (76%) in a passing level.	
				28/31 or approximately 90% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 3/31 or approximately 10% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I encouraged students to practice each assignment as much as they can in MyMathLab.com to improve and enhance their understanding of the course concepts. For some students who did not recall essential math concepts they learned from their previous math classes, I pointed out the names of the math concepts they needed to review.	
				44 of 44 students attempted this assessment, 35 of 44 students passed (79.5%)	While it is easier to have every student's attention in the beginning of the course, it is also the time to establish a good relationship, to establish rapport, and to make it easier for the students to ask for help when they need to. It is obvious that only a small portion of the students can complete this course independently.	There has been no change in instruction method since the last assessment, students were more engaged in the first couple weeks before the material became more difficult.	
				CRN 40216: Of the 42 students who took this exam there were 35 who received a grade of C or better. [83%] CRN 40217: Of the 49 students who took this exam there were 39 who received a grade of C or better. [80%]	Acceleration continued in the sequence. Math 55 and Math 3 were taught in this semester. There are plans to repeat the Math 101-50-55-3 in successive 9 week formats in 2016/2017 (next year). The changes that seemed obvious were those in registration processes. The Vice President will be seeing to these changes.	With the small denominators one can't really discuss a statistical difference for the two sections. The benefit hoped for is that students complete their math sequence more effectively and receive their degrees before "burning out" in math. That the two sections showed reasonably similar success is in keeping with the goals of acceleration.	
				In Exam 1 86% of the class passed the	The data indicates that	There were slight changes made from	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				exam with a 70% or higher. Only 14% of the students that took the exam did not pass Exam 1. This includes all students that were enrolled in the course before census and completed the course successfully.	only 86% 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.	previous assessment. More free responds questions were added and less multiple choice questions were used. Also, exam was shortened to fit the time schedule in a nine week course.	
				Pass = 29/40, No Pass = 11/40	Emphasize more problem solving questions on the HW for the Fall 2016 semester.		
		SLO #1(Vartanian)	Represent and analyze basic functions and their applications using tables, graphs, and equations.	Above Average: 100%, Average: 0%, Below Average: 0%	Continue Using MyMathLab	Encourage Class Attendance. Encourage use of "help" resources included within 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 based on the objectives that may include; linear equations and inequalities, linear, quadratic, and rational functions, and their associated tables and graphs.	11/19 passed with an 80% or better and 19/19 passed with an 70% or better	In the future, I would like to create a web site to support the students with recorded lessons and a discussion board for soldiers on duty.	I provided more practice exams to prepare students for actual exam.	
				24/34 or approximately 71% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 10/34 or approximately 29% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I have focused on showing students to express, write, and type mathematical notations correctly. I pointed out and showed students differences between the wrong and correct mathematical notations. The class retention remains in the high rate of 85%.	
				26 students completed the final exam. From the final exam, 3 questions were chosen to assess for SLO #2. Of the 78 attempts, 58 were deemed successful	A larger emphasis will be placed on graphing parabolas, which is the last section of the course. The	Students seemed to be less successful with the graphing problems than in previous assessments.	

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				mastery of the concept, which is approx 74.4%.	multiple methods seem to confuse the students, and it is generally better to space out the concepts over two classroom days.	Students seemed to be less successful with the graphing problems than in previous assessments.	
				27/31 or approximately 87% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 4/31 or approximately 13% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I pointed out errors students made when showing math work incorrectly and gave them early warnings about taking points off in the next assignments.	
				43 of 44 students attempted this assessment, 31 of 44 students passed (70.5%)	For this particular assessment, which took place in Lesson 2, a stronger visual presentation could be made to make this very visual lesson easier to understand. With the many software options available and the implementation of Moodle, I think we should begin creating more customized visual contents.	No changes were made since the last assessment. Almost all the students were still actively participating in the course and submitted work in week 2 when this took place.	
				CRN 40216: Of the 40 students who took this exam, there were 31 achieving a grade of C or better. [78%] CRN 40217: Of the 42 students who took this exam, there were 40 achieving a grade of C or better. [95%]	There needs to be increased variety for the classes that are four hours long. I think some students left early just because they were very tired.	CRN 40216 was the accelerated section. It is unclear why there is more difference here than in the final exam. Perhaps some brief surveys with exams would shed some light on this and other issues.	
				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 pass Exam 3. This includes all students that were enrolled in the course after census and completed the course	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	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used. Also, exam was shorten to fit the time schedule in a nine week course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				successfully	SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during the next time of teaching the course. During a nine week course period, some students needed more time to digest the material.	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used. Also, exam was shortened to fit the time schedule in a nine week course.	
				Pass = 30/40, No Pass = 10/40			
		SLO #2 (Vartanian)	Demonstrate algebraic skills in solving equations and solving Inequalities	Above Average: 100%, Average: 0%, Below Average: 0%	Continue Using MyMathLab	Encourage Class Attendance. Encourage use of "help" resources included within 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 based on the objectives that may include; four function calculator, scientific calculator, graphing calculator, other.	16/19 passed with 80% proficiency	I need to get an TI 84 emulator for my computer to help with class demonstrations.	I helped the students download graphing calculator app on their phones. We used TI=84 calculators to help solve problems.	
				26 students completed the final exam. From the final exam, 1 question was chosen to assess for SLO #3. Of the 26 attempts, 13 were deemed successful mastery of the concept, which is 50%.	A new problem will be written that emphasizes that students must use their calculator to estimate the solution of a quadratic equation to two decimal points. This may have not been clear in the directions to most students.	A difficult problem was selected, and many students confused it with another similar-looking problem that did not require a calculator.	
				26/34 or approximately 76% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of	Continue to evaluate, improve and enhance my pedagogical practices to best meet course	I have utilized assignments from MyMathLab.com extensively and allowed students to practice each assignment many times. This has	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>this SLO. 8/34 or approximately 24% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.</p>	objectives.	maintained the percentage of students with "C" or higher (76%) in a passing level.	
				<p>28/31 or approximately 90% of the students completed the aggregation of these assignments with a "C" or higher demonstrating satisfactory completion of this SLO. 3/31 or approximately 10% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.</p>	Continue to evaluate, improve and enhance my pedagogical practices to best meet course objectives.	I directed and showed students to learning/reviewing resources they could get from using MyMathLab.com.	
				30 of 44 students attempted this assessment, 19 of 44 students passed (43.2%)	For this assessment, I believe we can improve students' performance by providing more visual contents, and accelerating or revising the instruction of the earlier lessons.	No changes have been made since the last assessment, and we are seeing similar results. With more difficult material and little time to catch up, many students were not able to spend enough time to master the technology aspect of the course.	
				<p>CRN 40216: There were 48 students who took this exam. There were 37 students who achieved a grade of C or higher. [77%] CRN 40217: There were 56 students who took this exam. There were 46 students who achieved a grade of C or higher. [86%]</p>	<p>I should have gotten more information from the students in the accelerated class about what would have helped them. It is important that students who wish to do the accelerated sequence are not inhibited by registration procedures. This first exam of the semester may have results from poor placement. Mr. Duque and I have participated in meetings having to do with placement. We agree with the changes recommended by researchers in the area. Adding information about high school grades seems to improve placement of students in mathematics courses. Changes are</p>	It is hard to say if the accelerated course had statistically lower success on this exam. When we can combine a few years of data, more can be said. There were not significant changes to the 18 week course.	

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				<p>CRN 40216: There were 48 students who took this exam. There were 37 students who achieved a grade of C or higher. [77%]</p> <p>CRN 40217: There were 56 students who took this exam. There were 46 students who achieved a grade of C or higher. [86%]</p>	coming statewide.	It is hard to say if the accelerated course had statistically lower success on this exam. When we can combine a few years of data, more can be said. There were not significant changes to the 18 week course.	
				In the Final Exam 86% of the class passed the exam with a 70% or higher. Only 14% of the students that took the exam did not pass the Final Exam. This includes all students that completed the course successfully.	<p>The data indicates that only 86% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. Encouraging students to practice concepts in SLO 3 is an action plan for the near future. Students are not aware of the technology available for them. I plan on guiding students to use technology to in the classroom.</p>	There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used. Also, exam was shorten to fit the time schedule in a nine week course.	
				Pass = 30/40, No Pass = 10/40			
		SLO #3 (Vartanian)	Solve applied problems by defining variables, writing equations, finding solutions and interpreting the results	Above Average: 25%, Average: 0%, Below Average: 75%	Continue using MyMathLab.	Encourage Class Attendance! Encourage to Complete the Assignments Timely	
	MGMT 1	SLO #1	Evaluate the roles of managers based on the various levels of management: reflective of the four principal functions and challenges of an exceptional manager, fundamentals of planning, and characteristics of successful international managers.	80% of the students enrolled were able to complete the final research paper at 75% or better. The remaining 20% did not meet the target because the dropped out after the last census.	The data indicates that the changes I made had a direct effect on learning outcomes for this cohort of students. I will monitor the changes made on the next group of students.	Since the previous assessment, I revised the syllabus; added videos in the content areas; incorporated scenario evaluation, and a group project.	
		SLO #2	Critically assess the dynamics	80% of the students enrolled were able to	The data indicates that the	Since the previous assessment, I revised	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	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.	complete the final research paper at 75% or better. The remaining 20% did not meet the target because the dropped out after the last census.	changes I made had a direct effect on learning outcomes for this cohort of students. I will monitor the changes made on the next group of students.	the syllabus; added videos in the content areas; incorporated scenario evaluation, and a group project.	
		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 human behavior in the workplace environment.	80% of the students enrolled were able to complete the final research paper at 75% or better. The remaining 20% did not meet the target because the dropped out after the last census.	The data indicates that the changes I made had a direct effect on learning outcomes for this cohort of students. I will monitor the changes made on the next group of students.	Since the previous assessment, I revised the syllabus; added videos in the content areas; incorporated scenario evaluation, and a group project.	
	MGMT 3	SLO #1	Examine the purpose and functions of human resource management in both domestic and international corporations to include an evaluation of the resources functions of job search, recruitment, staffing, training and employee evaluation processes.	74% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicated that most of the students were able to demonstrate competency in this area so the strategies used seem to be working. However, we will be using a newer edition of the textbook, so I will have to revise the lessons. I will continue to use the pedagogies I used this time when I revise the course.	There were no changes made to the course since this is the first time I taught the course in more than 5 years.	
		SLO #1 (Macias S16)	Evaluate the nature and purpose of management and describe various approaches to management, as well as their contributions and limitations	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLO's. These are documented by the Pass/Fail rate. (see attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through tutorial services.	Review and revision of needed changes are a constant factor due to the changing nature of the US & the global political environment. These changes are reflected by the dynamic of the classroom discussions, and written assignments.	
		SLO #1A	Examine the purpose and functions of human resource management and leadership	Research paper(s) - The current status of labor unions can be assessed from both statistics and general standpoints. Explain the comparative structure as it connects to government and non-governmental	None	No change from Fall 2015	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1A	Examine the purpose and functions of human resource management and leadership	organizations. 7 out 8 students completed this assignment earning a B or better grade. 1 received a C due to not turning in final assignment.	None	No change from Fall 2015	
		SLO #2	Appraise the legal implications of the workplace environment as it relates to issues of sexual discrimination, sexual harassment and work force diversity, as well as the organizations responsibility concerning safety issues including OSHA, health hazards and employee assistance programs.	77% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicated that most of the students were able to demonstrate competency in this area so the strategies used seem to be working. However, we will be using a newer edition of the textbook, so I will have to revise the lessons. I will continue to use the pedagogies I used this time when I revise the course.	There were no changes made to the course since this is the first time I taught the course in more than 5 years.	
		SLO #2 (Macias S16)	Compare and contrast the rationale and benefits of the financial impact of human resource management activities.	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate. (see attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	At the end of every fourth chapter each student will be asked to fill out a survey in order to access overall student analysis of critical thinking, presentation of materials and relevance of these toward exams. The idea is to generate data which will assist in the review of political science lectures. Adjustments are constant based on class feedback.	
		SLO #2A	Dissect the legal implications of the workplace. Researched triggering events and tangible barriers that create additional circumstances for change. "A shift in the environment that precipitates a need for organizational change" (Spector, 2013, p. 4).	Written research assignment - Collective Bargaining Behavior: Two Different Approaches 8 out 8 students completed this assignment and all earned a B or better grade.			
		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	72% of the students enrolled completed the assignment related to this SLO at 70% or better.	The data indicated that most of the students were able to demonstrate competency in this area so the strategies used seem to be working. However, we will be using a newer edition of the textbook, so I will have to revise the lessons. I will continue to	There were no changes made to the course since this is the first time I taught the course in more than 5 years.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	representation in today's workforce, including the unionization process, collective bargaining and union legislation.	72% of the students enrolled completed the assignment related to this SLO at 70% or better.	use the pedagogies I used this time when I revise the course.	There were no changes made to the course since this is the first time I taught the course in more than 5 years.	
		SLO #3 (Macias S16)	Compare and contrast pay and incentive systems relating to human resource management, including direct and indirect compensation and benefits.	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate. (see attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	At the end of every fourth chapter each student will be asked to fill out a survey in order to access overall student analysis of critical thinking, presentation of materials and relevance of these toward exams. The idea is to generate data which will assist in the review of political science lectures. Adjustments are constant based on class feedback.	
		SLO #3A	Analyze employee pay systems including indirect compensation, benefit packages and the changing employer/employee relationship environment.	Research assignment – Diversity in the workplace. 8 out of 8 students completed this assignment earning a grade of B or better.	None	Yes . . . additional emphasis of APA formatted scholarly papers. Sent students routinely to the writing lab for tutoring assistance.	
	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 95%+ of students effectively passed required course assessments.	Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated.		
	MUSI 12A	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	5-A (71%); 1-B (14%); 1-C (14%)	Continue to do the same	Break down into smaller groups on occasion	
		SLO #3	Theory - Understand basic theory appropriate to level.	5-A (71%); 1-B (14%); 1-C+ (14%)	More board battles on different aspects of theory	Board battles between students on the whiteboard made it fun and more theory was learned.	
		SLO #3A	To have student performance and outside guest musicians group to inspire all other students	All students very interested and attentive	Continue the same	Included student for one performance plus outside guest musician group in another performance. It rocked!	
	MUSI 12B	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	3-A (100%)	Continue to do the same	Review with A group	

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		SLO #3	Theory - Understand basic theory appropriate to level	3-A (100%)	More instruction on circle of 5ths for key signatures	Much use of flash cards for key signatures - C thru B. C-D flat.	
		SLO #4	To have guest musicians or student performance to enrich the class so students will be inspired above the regular requirements of class.	All students very interested and attentive - 100%	More outside musicians for performance	Include student for class performance	
	MUSI 12C	SLO #2	Method: Play assigned repertoire with appropriate level of fluency.	1-B (100%)	Continue to do the same	Review with B group	
		SLO #3	Theory - Understand basic theory appropriate to level.	1-B (100%)	Continue to do the same	Increased use of flash cards for key signature	
		SLO #4	To have guest musicians or student performances to enrich the class so students will be inspired above the regular requirements of class.	All students very interested and attentive 100%	More student performances	Include student(s) for class performance	
	MUSI 2	SLO #1 (Hosharian)	Students will research a musical composer and write an essay about their history and choose two compositions to analyze. In their analysis they must include melody/harmony, dynamics, tone color, instruments used, rhythm, tempo and form.	35 of the 39 students submitted the written assignment. 33 out of 35 students followed the assignment correctly by analyzing each of the compositions according to the instructions given. Students are now able to distinguish the difference between melody, harmony, dynamics, tone color, instruments used, rhythm, tempo and form.	Those students who completed the assignments were successful. Therefore, I feel that this assignment will be used for my future courses.		
				35 of the 39 students submitted the written assignment. 33 out of 35 students followed the assignment correctly by analyzing each of the compositions according to the instructions given. Students are now able to distinguish the difference between melody, harmony, dynamics, tone color, instruments used, rhythm, tempo and form.	Those students who completed the assignments were successful. Therefore, I feel that this assignment will be used for my future courses.		
		SLO #2 (Hosharian)	Students will: 1) compare and contrast variations of a musical composition; 2) discuss melody, harmony and rhythm and 3) identify instruments, through an	99% of the students participated in online discussions. This interaction between students developed their understanding of the above-mentioned musical materials. This also helped prepare students for the written paper.			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Hosharian)	online discussion board.	99% of the students participated in online discussions. This interaction between students developed their understanding of the above-mentioned musical materials. This also helped prepare students for the written paper.			
				99% of the students participated in online discussions. This interaction between students developed their understanding of the above-mentioned musical materials. This also helped prepare students for the written paper.	I will continue to use these discussion boards as a place for students to interact and analyze musical compositions and musical materials to help them better understand music.		
		SLO #3 (Hosharian)	Through discussion, objective exam and written work, students will understand the value of music.	Students have told me that they now see music in a different light. When students listen to music, they now listen for melody, harmony and try to figure out which instruments are being used. Students also understand the structure of the music and can identify sections in a composition.	To continue to teach students these musical concepts in appreciating music.		
				Students have told me that they now see music in a different light. When students listen to music, they now listen for melody, harmony and try to figure out which instruments are being used. Students also understand the structure of the music and can identify sections in a composition.	To continue to teach students these musical concepts in appreciating music.		
	MUSI 3	SLO #1	Analyze the historical and sociological effects of American music.	Project Summary ? 33% received an "A" (10 out of 30 students) ? 70% received a "B" or higher (21 out of 30 students) ? 93% received a "C" or higher (28 out of 30 students) The remaining 7% (2 students) received a "D" or lower due to not following instructions.	This is an effective assignment. No changes are recommended at this time.	? There was one small adjustment to the instructions to make certain questions and the required structure more clear. 87% received a "C" or higher in the Fall of 2014 83% of students received a "C" or higher in the Spring of 2015 79% of students received a "C" or higher in the Fall of 2015 ? As the numbers show, the adjustment made helped make the assignment more clear for students.	

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		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: ? I was fortunate enough to grow up in a city where education was highly valued. My high school was one of the best public high schools in the region with the highest average SAT/ACT scores. The city's population agreed to pay for several parcel taxes to pay for music education for students K-12. Also, the parent organizations for band and orchestra spent a lot of effort on fundraising for trips to make the experience more worthwhile. As a result, I was lucky enough to be in my high school's award-winning symphony orchestra. My symphony orchestra was rated #1 by Downbeat magazine. We won every single competition we participated in as well. The local population was proud of their local high school's music groups. My high school's Madrigals went to Rome to sing in front of the Pope Benedict XVI. The baroque orchestra went to Italy and played at several concerts over there as well. I agree that school districts should not reduce spending on the arts. Art is an outlet for many students. Also, it allows students to learn discipline to play an instrument and interact with a large group of students. Another important skill students learn is the importance of time management. I remember I had to balance a busy high school class load and while playing in my orchestra</p> ? I believe that art and music are just as important in schools as history and mathematics. I say this because as we are all different learners, music and art may	<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>	No Changes were recommended.	

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		SLO #2(2)	Understand and explain the value of the arts.	<p>be a way for other students, who cannot traditionally learn in a classroom environment, to learn those fundamentals. The aforementioned classes are also a way of expression, which is a very important lesson to learn, as many people do not know how to process their thoughts and emotions in a healthy way.)</p> <p>? I do not agree with cutting the arts from schools. Using both sides of the brain is critical for balanced development. "Music research indicates that music education not only has the benefits of self-expression and enjoyment, but is linked to improved cognitive function (Schellenberg), increased language development from an early age (Legg), and positive social interaction (Netherwood). Music listening and performance impacts the brain as a whole, stimulating both halves – the analytical brain and the subjective-artistic brain, affecting a child’s overall cognitive development and possibly increasing a child’s overall intellectual capacity more than any other activity affecting the brain’s bilaterism (Yoon)." (Fun Music Company)</p> <p>? I agree that the arts are a part of humanity, but you have to consider the best choice for the student’s future. There are benefits that come with the performing arts such as discipline. Personally, when I was in band everyone had to put in the time and effort to have a piece concert ready. On top of playing music we also learned about concert etiquette such as wearing the proper attire and to always be on time.</p> <p>? It’s hard to say whether or not the elimination of these classes has had an effect on the welfare of our society. But I truly believe that the arts serve an important function in our society. In certain communities, the loss of programs that teach and enrich the talents of</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>No Changes were recommended.</p>	

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		SLO #2(2)	Understand and explain the value of the arts.	aspiring artists could be detrimental to that particular community. For instance, in areas that are low income or poverty stricken, a child might not have the resources to pursue his or her passion for music or art. Obtaining private lessons outside the school system might not always be an option due to numerous factors such as the availability of classes, cost, transportation etc. In this case a child with no other options are left to grow without ever pursuing his or her passion for the arts. Another important thing to consider is how the child's performance in other areas of school can be affected by the loss of these types of classes. I have spoken to a few music teachers and many of them have told me that a child tends to do better in his or her academic classes when they are a part of a music program. If this is true for a majority of children, then the removal of these types of classes can have an impact on their academic progression and in turn have an impact on society's welfare.	The discussion questions are chosen to really make students think critically and they must also defend and justify their opinions or answer a related question after the instructor gives them a follow-up. This is a successful measure and no changes are recommended.	No Changes were recommended.	
	MUSI 4	SLO #1	Through rehearsal and performance, demonstrate elements of proper vocal technique (breathing, posture, vertical alignment).	<p>Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique.</p> <p>4: ? 22% (2 out of 9 students) received a score of 4 out of 4. ? 22% (2 out of 9 students) received a score of 3 out of 4 ? 56% (5 out of 9 students) received a score of 2 out of 4 ? 0% received a score of 1 out of 4</p>	4/B/C/D: While this was a strong choir and students in the sequenced classes improved from previous semesters, it's still important to continue to work on vowels, breathing, and expression.	4/B/C/D: The last measurement said: "Continued work on vowel formation is needed." This was done. Most songs had successful vowel formation. Vowels weren't as spread in the majority of the songs performed.	
		SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	<p>Evaluation forms of the rehearsal video and the performance video for comparison. A rubric is on the first page and comments are on the second page.</p> <p>4 (9 students measured) Balance:</p>	4: Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. It's noted	4: No changes were recommended.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Through rehearsal, performance, and written analysis, demonstrate knowledge of choral technique (balance, diction, dynamics).	<p>67% saw improvement 22% had the same score for each 11% saw regression</p> <p>Blend: 44% saw improvement 22% had the same score for each 33% saw regression</p> <p>Diction: 44% saw improvement 44% had the same score for each 11% saw regression</p> <p>Phrasing & Expression: 56% saw improvement 33% had the same score for each 11% saw regression.</p>	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: No changes were recommended.	
		SLO #3	Through self-evaluation, demonstrate knowledge of the diversity of musical styles of different historical and cultural origins.	<p>Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semester in College Choir.</p> <p>4: Languages – English, French, Korean Ethnicities – American, Korean, African, French Genres – Gospel, American Folk, Pop Musical Eras – Modern, (A few wrong ones named: Vietnamese, Chinese, Country & Western, Okanowa) (Not named: Funk)</p>	4/B/C/D: Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question.	4: No changes were recommended.	
	MUSI 4B	SLO #1	Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment).	<p>Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique.</p> <p>4B: ? 50% (1 out of 2 students) received a score of 3 out of 4 ? 50% (1 out of 2 students) received a score of 2 out of 4 ? 1 student went up a 1.5 to a 3 in their score from when they took MUSI 4. The other student stayed the same.</p>	4/B/C/D: While this was a strong choir and students in the sequenced classes improved from previous semesters, it's still important to continue to work on vowels, breathing, and expression.	4/B/C/D: The last measurement said: "Continued work on vowel formation is needed." This was done. Most songs had successful vowel formation. Vowels weren't as spread in the majority of the songs performed.	
		SLO #2	Demonstrate improved	For the 4B/C/D students, they were asked	4B/C/D: No changes are	4B/C/D: No changes were	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	knowledge of choral technique (balance, diction, dynamics).	<p>how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices.</p> <p>Comments are as follows: 4B - Intermediate LL Student didn't fill this section out. ? SS It helped me by paying attention to what the dynamic choices are more. And pay attention to what they are and anticipate them like I used to do most songs really loud than I'm supposed to.</p>	recommended at this time.	recommended but this is the second time the measurement has been used. It does show success in that students who have taken the class before have a more clear understanding of what dynamics will be likely and why.	
		SLO #3	Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins.	<p>Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semester in College Choir.</p> <p>4B: Languages – French, African, Spanish Ethnicities – French, African Genres – Gospel, Folk Musical Eras – (Incorrectly named: Country) (Not named: Funk, Korean, Latin, Celtic)</p>	4/B/C/D: Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question.	4B/C/D: The last measurement stated "Students went by memory alone and this wasn't always sufficient for the answer. In the future, a list of songs used in previous semester might be given. The titles may jog their memory of what language, origin, etc. the song was." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.	
	MUSI 4C	SLO #1	Demonstrate advanced elements of proper vocal technique (breathing, posture, vertical alignment).	<p>Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique.</p> <p>4C: ? 100% (only 1 student registered for 4C) received a score of 3.5 out of 4 ? 100% improved in their score (from a 3 in the fall of 2015 to a 3.5 this time)</p>	4/B/C/D: While this was a strong choir and students in the sequenced classes improved from previous semesters, it's still important to continue to work on vowels, breathing, and expression.	4/B/C/D: The last measurement said: "Continued work on vowel formation is needed." This was done. Most songs had successful vowel formation. Vowels weren't as spread in the majority of the songs performed.	
		SLO #2	Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).	<p>For the 4B/C/D students, they were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices.</p> <p>Comments are as follows:</p>	4B/C/D: No changes are recommended at this time.	4B/C/D: No changes were recommended but this is the second time the measurement has been used. It does show success in that students who have taken the class before have a more clear understanding of what dynamics will be likely and why.	

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		SLO #2	Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).	4C - Advanced MI I can anticipate that lines that are forte will come from piano and piano or mezzo will grow into forte.	4B/C/D: No changes are recommended at this time.	4B/C/D: No changes were recommended but this is the second time the measurement has been used. It does show success in that students who have taken the class before have a more clear understanding of what dynamics will be likely and why.	
		SLO #3	Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins.	Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semester in College Choir. 4C: Languages – Korean, French, African, Latin, Spanish, Italian Ethnicities – African, White Genres – Folk, Gospel, Pop, Hymns, Contemporary, American Folk Musical Eras – (Incorrectly named: Catholic) (Not named: Funk, Celtic, Spanish)	4/B/C/D: Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about “ethnicity” vs. “language.” This needs to be made clearer in the question.	4B/C/D: The last measurement stated “Students went by memory alone and this wasn’t always sufficient for the answer. In the future, a list of songs used in previous semester might be given. The titles may jog their memory of what language, origin, etc. the song was.” This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they’d sung, showing they expanded their knowledge.	
MUSI 4D		SLO #1	Demonstrate highly advanced elements of proper vocal technique (breathing, posture, vertical alignment).	Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique. 4D: ? 100% (3 students) received a score of 4 out of 4 ? 67% of those students improved in their scores (from a 3 in the fall to a 4 this time). The other student remained the same.	4/B/C/D: While this was a strong choir and students in the sequenced classes improved from previous semesters, it’s still important to continue to work on vowels, breathing, and expression.	4/B/C/D: The last measurement said: “Continued work on vowel formation is needed.” This was done. Most songs had successful vowel formation. Vowels weren’t as spread in the majority of the songs performed.	
		SLO #2	Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).	For the 4B/C/D students, they were asked how their previous experience (in past semesters) in College Choir has contributed to their ability to anticipate dynamic choices. Comments are as follows: 4D - Masters ML Whenever the director uses forte in one lyric, it is more than likely that the next lyric will be piano. PL We know that when notes are	4B/C/D: No changes are recommended at this time.	4B/C/D: No changes were recommended but this is the second time the measurement has been used. It does show success in that students who have taken the class before have a more clear understanding of what dynamics will be likely and why.	

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		SLO #2	Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics).	held, they need to grow (soft to loud). If the note is loud already, it needs to come down and then come back up. KN Yes, it has. I know that the notes are a half or whole they need to grow. On certain words like "grow" needs just to do that. And words like "whisper" needs to be piano.	4B/C/D: No changes are recommended at this time.	4B/C/D: No changes were recommended but this is the second time the measurement has been used. It does show success in that students who have taken the class before have a more clear understanding of what dynamics will be likely and why.	
		SLO #3	Demonstrate highly advanced knowledge of the diversity of musical styles of different historical and cultural origins.	Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semester in College Choir. 4D: Languages – Italian, Latin, Swahili, Spanish, Korean Ethnicities – African Genres – Gospel, Funk Musical Eras – Baroque, Classical, Pop, Disney, Folk (Incorrectly named: Country) (Not named: Celtic) Students in 4B/C/D were able to name additional languages, ethnicities, genres, and eras of music they'd experienced. This shows that their knowledge has expanded.	4/B/C/D: Creating a list of past songs helped students greatly, but the question needs to be amended so that they have to actually list them instead of writing a paragraph about them. They also seem to be confused about "ethnicity" vs. "language." This needs to be made clearer in the question.	4B/C/D: The last measurement stated "Students went by memory alone and this wasn't always sufficient for the answer. In the future, a list of songs used in previous semester might be given. The titles may jog their memory of what language, origin, etc. the song was." This was accomplished and it helped. Students were able to name additional languages, ethnicities, genres, and eras of music they'd sung, showing they expanded their knowledge.	
	MUSI 6A	SLO #1B (Moreno)	Students should be able to play with superior tone quality on their instrument	Since this is a performance orientated class a majority of the assessment was through attendance and performance of said SLO through large group performance and observation, small group performance and observation, and individual performance and observation. In terms of SLO #1 a all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tone quality through a series of long tones, chorales, and listening exercises.		
		SLO #2B (Moreno)	Students should be able to play all notes and chords in tune	In terms of SLO #2 all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their	To continue working on student tuning through a series of exercises including turning with a	More emphasis was placed on tuning in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2B (Moreno)	Students should be able to play all notes and chords in tune	chosen instrument.	tuner, tuning to a pitch, singing, and listening to recordings of professional groups.	More emphasis was placed on tuning in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	
		SLO #3B (Moreno)	Students should be able to sight-read at a high level	Many students are not able to sight-read music at a high level. This was observed through student struggles with Grade 3 level music. At the college level students should be reading at a Grade 4 and 5.	There will be more of an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets written by Mr. Moreno.	The level of difficulty for music was changed from an advanced level to a more intermediate level (Grade 4 to Grade 2/3). This increased student success but also didn't help students to challenge themselves to play more difficult music.	
	MUSI 6B	SLO #1B (Moreno)	Students should be able to play with superior tone quality on their instrument	Since this is a performance orientated class a majority of the assessment was through attendance and performance of said SLO through large group performance and observation, small group performance and observation, and individual performance and observation. In terms of SLO #1 a all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tone quality through a series of long tones, chorales, and listening exercises.		
		SLO #2B (Moreno)	Students should be able to play all notes and chords in tune.	In terms of SLO #2 all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tuning through a series of exercises including turning with a tuner, tuning to a pitch, singing, and listening to recordings of professional groups.	More emphasis was placed on tuning in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	
		SLO #3B (Moreno)	Students should be able to sight-read at a high level	Many students are not able to sight-read music at a high level. This was observed through student struggles with Grade 3 level music. At the college level students should be reading at a Grade 4 and 5.	There will be more of an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets written by Mr. Moreno.	The level of difficulty for music was changed from an advanced level to a more intermediate level (Grade 4 to Grade 2/3). This increased student success but also didn't help students to challenge themselves to play more difficult music.	
	MUSI 6C	SLO #1B (Moreno)	Students should be able to play with superior tone quality on their instrument	Since this is a performance orientated class a majority of the assessment was through attendance and performance of said SLO through large group performance and observation, small group performance and observation, and individual	To continue working on student tone quality through a series of long tones, chorales, and listening exercises.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	MUSI 6C	SLO #1B (Moreno)	Students should be able to play with superior tone quality on their instrument	performance and observation. In terms of SLO #1 a all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tone quality through a series of long tones, chorales, and listening exercises.		
		SLO #2B (Moreno)	Students should be able to play all notes and chords in tune.	In terms of SLO #2 all students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument.	To continue working on student tuning through a series of exercises including turning with a tuner, tuning to a pitch, singing, and listening to recordings of professional groups.	More emphasis was placed on tuning in class instruction through a series of exercises including tuning with a tuner, tuning to a given pitch, and singing.	
		SLO #3B (Moreno)	Students should be able to sight-read at a high level	Many students are not able to sight-read music at a high level. This was observed through student struggles with Grade 3 level music. At the college level students should be reading at a Grade 4 and 5.	There will be more of an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets written by Mr. Moreno.	The level of difficulty for music was changed from an advanced level to a more intermediate level (Grade 4 to Grade 2/3). This increased student success but also didn't help students to challenge themselves to play more difficult music.	
	MUSI 7	SLO #1A (Moreno)	Students should be able to play in the jazz style, using proper articulations, releases, and tone quality	A majority (90%) were able to successful play in the jazz style using jazz articulations and inflections. The other 10% made drastic improvements throughout the semester.	To continue working on student style and quality through a series of class instruction involving listening exercises as well as jazz etudes.	Focus more on "listening" to jazz recordings, particularly jazz big band recordings with an emphasis on trying to emulate their "style".	
		SLO #2A (Moreno)	Students should be able to play improvised jazz solos	80% of the students enrolled in Musi7 were able to successful play an improvised jazz solo.	To continue working on student improvisation quality through a series of class instruction involving listening exercises, working on blues scales, and bebop solo playing.	Focus more on "listening" to jazz recordings and transcribing jazz solos.	
		SLO #3A (moreno)	Students should be able to sight-read music at a high level	A majority (60%) of students are unable to read music at an intermediate level. Students at BCC read music at a Grade 2 level when they should easily be playing music at a Grade 3 and above.	There will be more of an emphasis on sight-reading including rhythm reading and pitch reading. This will be through sight-reading exercises and packets written by Mr. Moreno.	Focus more on playing more music and doing more sheet music reading in class.	
	OCEA 1	SLO #1	Students will be able to demonstrate, orally and in written form, understanding	SLO #1 had a mean of 68% based upon the results of the Final Exam. This was slightly less than the previous semester that the	Individual questions on the exams where less than 50% of the students scored	Individual Questions where less than 50% of the students scored correct were analyzed and changes were made to	

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	OCEA 1	SLO #1	of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.	course was taught (Spring 2015).	correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A longer and more comprehensive In-Class Review Session will be conducted before each of the exams in the course. If a Student Tutor cannot be located and approved by Tutorial Services in order to assist students with the class, the instructor will offer to individually tutor students either on a one-to-one basis or in groups during his office hours.	improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located and/or approved in order to assist students. More one-on-one communication opportunities between the instructor and individual students in preparation for the exams were added.	
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean of 68% based upon the results of the Final Exam. This was slightly less than the previous semester that the course was taught (Spring 2015).	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. A longer and more comprehensive In-Class Review Session will be conducted before each of the exams in the course. If a Student Tutor cannot be located and approved by Tutorial Services in order to assist students with the class, the instructor will offer to individually tutor students either on a one-to-one basis or in groups during his office hours.	Individual Questions where less than 50% of the students scored correct were analyzed and changes were made to improve those areas of instruction. In some cases problematic questions were changed or deleted from the exam and new updated questions were substituted. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located and/or approved in order to assist students. More one-on-one communication opportunities between the instructor and individual students in preparation for the exams were added.	
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these	SLO #3 had a mean of 86% based on one Research Project. This was a significant increase from the last semester that the course was taught (Spring 2015).	Students will now be required to use at least three resources from our on-campus Academic	One-on-one class time was provided between the instructor and the Research Project groups for consultation, assistance, and to help	

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		SLO #3	conclusions, and apply these conclusions to personal, community, or scientific problems.	SLO #3 had a mean of 86% based on one Research Project. This was a significant increase from the last semester that the course was taught (Spring 2015).	Library, in addition to Internet Resources, in order to gain more experience in locating and using Library materials. Examples of Project Visual Aids from students in prior classes will also be shown to current students so that they can have a better idea of how to successfully complete this aspect of the Research Project. The Grading Rubric implemented this semester was very successful and will continue to be utilized in future semesters of the course.	guide the students and/or answer any questions. Groups were also required to present a weekly oral update on their progress with this project to the instructor. It appears that students definitely benefited from additional communication with the instructor. In addition, Outlines for the Oral Presentation portions of the Research Project were submitted, in advance, from all groups. Finally, a Grading Rubric for the Research Project was created from the Assignment Checklist, and was distributed, in advance, to the students. All of these changes seem to have affected student learning on this important assignment in a positive way.	
ORIE 1	SLO #1	Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their student and study skills.	40112 (16 students) 83%, 40110 (14) 85%, 40111 (28) 84%, 40109 (29) 81%		No change proposed.	No changes made: previous results 84%, 80%, 77%, 82%	
				Time Management and Academic Written Plan – Students examined their day to day life and lifestyle decisions and how choices directly and indirectly impacted their academic school success choices. 21 out of 21 completed this assignment earning a B or better grade.	None	1st time teaching this course . . . None . . .	
	SLO #2	Recognize and apply different self-awareness activities to identify goals, interests, skills, values and lifestyles, and to make sound educational and career choices.	40112 (16 students) 95%, 40110 (14) 88%, 40111 (28) 89%, 40109 (29) 85%		Combine Career Study and Ed Plan into one assignment.	Career Study was divided into 2 parts. previous results 85%, 84%, 78%, 82%	
	SLO #2 (Courtney)	Identify strength, weakness, opportunities and threats to make sound educational and career choices		Written assignment – SWOT/Strength, Weakness, Opportunity and Treat analysis. Identifying causative factors and measures that will Or will not benefit life, educational and career choices. 21 out 21 students completed this assignment and			

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		SLO #2	Identify strength, weakness, opportunities and threats to make sound educational and career choices	all earned a B or better grade.			
		SLO #3	Demonstrate understanding of time and stress management, learning styles, study techniques, and effective interpersonal communication skills, to improve student performance, retention and instructor-student relations.	40112 (16 students) 90%, 88%, 40111 (28) 92%, 87% Results improved because students limited to 8 absences.	40110 (14) 40109 (29)	No change proposed.	Students dropped after 8 absences: previous results 85%, 81%, 81%, 83%
				Written Assignment(s): Analysis of lifestyle and time management choices that benefitted personal education. (Lockwood, 2007), (Spector, 2013), Committed students who believe are more likely to believe in "win – win" measurable outcomes. 21 out 21 students completed this assignment and all earned a B or better grade.			
PEAC 13	SLO #1A	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to walk at different paces with different styles.	SLO #1 was based on a demonstration of the basic fundamentals skills required to weight train properly and effectively. 90% of the students showed a marked improvement in both strength and performance as demonstrated by the pre and post strength, speed and performance tests.	Greater emphasis on discussion of the rules than drilling and application			
			SLO #1 was based on a demonstration of the basic fundamentals skills required to weight train properly and effectively. 90% of the students showed a marked improvement in both strength and performance as demonstrated by the pre and post strength, speed and performance tests.	Greater emphasis on discussion of the rules than drilling and application.			
		SLO #2	Students will learn how to correctly execute required strength, agility and conditioning exercises, as well	SLO #2 was taught to mastery. All students were required to demonstrate their ability to walk and understand the different styles of walking, and properly understand	No changes at this time		

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		SLO #2	as learning to use the equipment/facilities safely.	how to use various machines before being allowed to continue with the class.	No changes at this time		
				SLO #2 was taught to mastery. All students were required to demonstrate their ability to walk and understand the different styles of walking, and properly understand how to use various machines before being allowed to continue with the class.	No changes at this time.		
		SLO #3	Students will learn how a proper diet and exercise relates to a healthy individual lifestyle.	Students kept a daily journal accessing how they felt during their workouts and how they felt in general during this time period. Students also logged how many miles and the times they completes these miles in each day. As expected, the more they walked, the more energy they had and the better they felt overtime students were able to walk for longer periods of time.	No changes at this time		
				Students kept a daily journal accessing how they felt during their workouts and how they felt in general during this time period. Students also logged how many miles and the times they completes these miles in each day. As expected, the more they walked, the more energy they had and the better they felt overtime students were able to walk for longer periods of time.	No changes at this time.		
PEAC 14		SLO #1	Cognitive: Students will learn the rules, fundamentals, skills and strategies of how to jog at different paces with different styles with emphasis always on proper breathing techniques.	SLO #1 was based on a demonstration of the basic fundamentals skills required to jog properly and effectively. Almost every student showed a marked improvement in both jogging and understanding how to properly breathe during jogging exercises and during the cool down period as well.	Greater emphasis on discussion of the rules than drilling and application.		
		SLO #2	Students will learn how to correctly execute the different functions of jogging as well as different breathing techniques and the proper way to stretch before and after exercising.	SLO #2 was taught to mastery. All students were required to demonstrate their ability to jog and understand the different styles of jogging, and properly understand how to use various machines before being allowed to continue with the class.	No changes at this time.		
		SLO #3	Students will learn how a proper diet and exercise	Students kept a daily journal accessing how they felt during their workouts and	No changes at this time		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	relates to a healthy individual lifestyle.	how they felt in general during this time period. Students also logged how many miles and the times they completes these miles in each day. As expected, the more they jogged and ran, the more energy they had and the better they felt overtime students were able to jog for longer periods of time.	No changes at this time		
PEAC 16		SLO #1 (1)	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	16 students in this class and 4 of them failed (25%) due to the poor attendance	It seems that the earlier evening class is having better attendance and later evening class usually have higher absence (which hurts the attendance since people are really tired after a long day. Suggestion: Move the first evenng class to 4pm and the second class should stared 5:15pm instead of 6:30pm.	100% made it last year	
		SLO #2 (2)	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	75% successfully met this SLO	Move the late evening class to earlier time (5:15pm instead of 6.30pm)	Not as good as last semester	
		SLO #3 (3)	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	75% successfully met this SLO. 25% students failed	Moved the later evening class back to 5:15pm as it used to be	Poor than last semester	
PEAC 17		SLO #1	Acquire knowledge of the various physical fitness activities available to the disabled, a positive attitude toward lifetime physical fitness activities and improved kinesthetic awareness/self reliance.	There ARE 8 physical disabled student in this adaptive PE class (2 students FAILED")	Few of these physically disabled students may need student aids to functioning better. It seems that the college does not have enough fund to cover that cost (none of those students had help like they used to)	LAST semester, there were 6 students in this class and all reached the goal.	
		SLO #2	Acquire improved strength, endurance, range of motion, body composition and	6 students (75%) meet the SLO, 2 students failed (25%)	The students said they had to leave earlier since there will be no bus after 6pm.	Poor than last semester	

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		SLO #2	cardiovascular circulation.	6 students (75%) meet the SLO, 2 students failed (25%)	They just could not make enough hours to pass the class since they always had to leave earlier to catch the bus. They do not have cars and leaving earlier/missing hours hurt their grades.	Poor than last semester	
		SLO #3 (3)	Assess own strength and flexibility in relation to accepted norms and develop own fitness plan accordingly.	For those of students who completed the class, 100 reach the goal	This class should be only offered at 4pm instead of later time	Not as good as fall 2015	
	PEAC 20	SLO #1	The students will be able to understand and perform Tai Ji Form	This class IS combined with PEAC 21. There are total of 10 students. All the Taiji students received "A" due to the outstanding performance	The only reason this class has a small size was that the Instruction did not list it on the spring schedule till the last week of the year.	Same as the last semester	
		SLO #2	Identify and describe each movement	100% of the students could identify and describe each movement correctly	100% students received "A"	The successful rate is as same as last semester (100%)	
		SLO #3	Students will be able to perform as a group (taping down for record)	100% of students were performing well.	Same	About the same	
	PEAC 21	SLO #1	The students will be able to understand and perform 3 components of breathing meditation: preparing body relaxation, adjusting breaking style, and conducting Qi meditating.	All of the 6 students met this goal (100%)	Same	Same as the last semester	
		SLO #2	The students will demonstrate the understanding of major knowledge of Breathing Meditation	100% of the students did turn in their reports and feedback were all excellent	None	Same as last semester	
		SLO #3A	The students will be able to perform at least 8 advanced breathing meditation skills	100% of students were performing well with excellent attendance			
	PEAC 29	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	All of the 8 students made it, but 1 students received "D" due to short of hours from sickness/absence (no one failed)	There are total of 8 students in this class, 1 student failed due to absence of catching flu for several weeks	Last semester was 95%	
				14/14 or 100% of the students successfully	The new Fitness and	It does not get much better than 100%.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				completed this overarching assignments with a "C" or higher; this was phenomenal. There were 6 students auditing these courses. The sample size was low, but I believe the new Wellness Center played a major role in student success.	Wellness Center is turning out to be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I am able to do as an instructor and with the new equipment and facility I believe the students will be more intrinsically motivated to stay the course.	The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	
				82% (n=14)- Students who earned a C grade or higher 18% (n=3)- Students who earned a D/F grade	The students who earned a D/F on this assignment did not submit a completed assignment. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	This is my first SLO Assessment for this course.	
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	14/14 or 100% of the students successfully completed this overarching assignments with a "C" or higher. There were no students auditing these courses this term. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance had problems, but no problems for this course this term!	The new Fitness and Wellness Center is turning out to be a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I am able to do as an instructor and with the new equipment and facility I believe the students will be more intrinsically motivated to stay the course.	It does not get much better than 100%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made. This term was the "Gold Standard" for this course and these SLO's. So I will do my best to try to maintain the high rate of student achievement.	
				87.5% of students met the goal	Nothing	Same as last semester	
				88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade	The students who earned a D/F on this assignment did not submit a completed assignment. I will continue	This is my first SLO Assessment for this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
					to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	This is my first SLO Assessment for this course.	
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	14/14 or 100% of the students successfully completed this overarching assignments with a "C" or higher. There were no students auditing these courses this term. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance had problems, but no problems for this course this term. I was very excited with the results and with this group I can see why through their diligence why the students had so much success. Lastly, students within this sample on averaged decreased their % body fat by nearly 4%.	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 is a great environment and asset to assist in student attendance that I believe that has had a direct result in increasing student success as it relates to this specific SLO; as well as the first two.	It does not get much better than 100%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made. This term was the "Gold Standard" for this course and these SLO's. So I will do my best to try to maintain the high rate of student achievement.	
				All passed (although 1 with the grade of "D" due to the sickness with not enough of hours)	Nothing	Not significant	
				Final Grades: 88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade	The two students who earned a D/F grade in this course had poor attendance and did not submit completed assignments. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments	This is my first SLO Assessment for this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Final Grades: 88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade	after the due dates, are not submitting assignments, or have poor attendance.	This is my first SLO Assessment for this course.	
PEAC 3	SLO #1		Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	14/16 or 88% of the students successfully completed this overarching assignments with a "C" or higher. 2/16 or 12% of the students failed to turn in the assignment and 3 additional students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center has helped me better serve our students and has been pedagogically an advantage for me as the instructor. I can already see that students are more pedagogically motivated to stay in the course with our new facility.	There was a dramatic in student success regarding this SLO up 28%; although it is important to note that the sample size is quite small. The audits for this course were less and that was a contributing factor in the overall success of this SLO; whereas I was able to spend more time emphasizing the importance of these assignments that measure this SLO. No changes made from previous course assessments were made.	
				6 students completed the course, 1 student failed due to the poor attendance. Of those who completed the course, 100% successfully met this SLO	This class is one of the combined course with PEAC 4, 15, 16, 17. &29. Ideally it should be measured with all of the others together	Similar to last year	
				82% (n=14)- Students who earned a C grade or higher 18% (n=3)- Students who earned a D/F grade	The students who earned a D/F on this assignment did not submit a completed assignment. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	This is my first SLO Assessment for this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	<p>15/16 or 94% of the students successfully completed this overarching assignments with a "C" or higher. 1/16 or 6% of the students failed to turn in the assignment and 3 students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.</p> <p>88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade</p>	<p>No Changes anticipated at this time. I have become acclimated with teaching in a much larger facility as I previously was teaching in and I am finding there are some pedagogical challenges, but for the most part there are more advantages than disadvantages.</p> <p>The students who earned a D/F on this assignment did not submit a completed assignment. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.</p>	<p>There was a large increase in student success regarding this SLO up 34%; although a very small sample size. No changes made from previous course assessments were made. Less audits attributed to the differences from last term as explained in SLO 1.</p> <p>This is my first SLO Assessment for this course.</p>	
				<p>There are total of 7 students and 6 of them completed the course, (86%% successfully met this SLO). One student failed (14%)</p>	<p>Similar since the class is a small part of bid lab (which combine 4 of other PEAC classes)</p>	<p>last semester was 95%</p>	
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	<p>15/16 or 94% of the students successfully completed this overarching assignments with a "C" or higher. 1/16 or 6% of the students failed to turn/participate in the assignment and 3 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 Fitness and Wellness Center is a great environment and asset to assist in student attendance that I believe will have a direct result in</p>	<p>There was a increase in student success regarding this SLO down. % Body Composition Measurements went down on average of 2% per student; which I was pleased with.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition.	<p>15/16 or 94% of the students successfully completed this overarching assignments with a "C" or higher. 1/16 or 6% of the students failed to turn/participate in the assignment and 3 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>85% (Spring 2016) vs 95% (86 last fall)</p>	<p>increasing student success as it relates to this specific SLO; as well as the first two.</p> <p>Suggestion: All of the PEAC conducted in the Wellness Center should be measure the SLO all-together.</p>	<p>There was a increase in student success regarding this SLO down. % Body Composition Measurements went down on average of 2% per student; which I was pleased with.</p> <p>Same</p>	
				<p>Final Grades: 88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade</p>	<p>The two students who earned a D/F grade in this course had poor attendance and did not submit completed assignments. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates, are not submitting assignments, or have poor attendance.</p>	<p>This is my first SLO Assessment for this course.</p>	
PEAC 30	SLO #1	Distinguish an objective and write goals that will direct the student towards achievement of that objective.	<p>33/38 or 87% of the students completed the aggregation of these written assignments with a "C" or greater demonstrating satisfactory completion of this SLO. 5/38 or 13% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.</p>	<p>Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach. I was very pleased with the overall student performance resulting in a negatively skewed data set demonstrating very high student achievement in relationship to this specific SLO.</p>	<p>The number one factor that contributed to a 87% successful completion regarding this SLO was maintaining a very high retention rate of 94% the same as last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided congruent feedback.</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				86% (n=32)- Students who earned a C grade or higher 14% (n=5)- Students who earned a D/F grade	I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	No changes were made.	
		SLO #2	Design and maintain a weekly activity log.	31/38 or 82% 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. 7/38 or 18% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach.	The number one factor that contributed to a 82% successful completion regarding this SLO was maintaining a very high retention rate of 94% same from last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided congruent feedback. I made a more concerted effort early on in the course to communicate directly with students in the first two weeks to ensure that they were completing their Weekly Activity Logs worth 50 points each that constitutes a large component of their overall grade. The immediate and direct feedback assisted those students who were unclear or confused right from the get go.	
				86% (n=32)- Students who earned a C grade or higher 14% (n=5)- Students who earned a D/F grade	I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	No changes were made.	
		SLO #3	Express an understanding of relevant fitness, wellness, and health issues.	35/38 or 92% of the students completed the aggregation of these assignments (Discussion Board and Weekly Quizzes) postings with a "C" or greater demonstrating satisfactory completion of	Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best	No changes were made. The data for the assessment of this SLO was negatively skewed as it was last semester; indicating excellent overall student achievement. Last semester I had a 88%	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Express an understanding of relevant fitness, wellness, and health issues.	this SLO. 3/38 or 8% of the students did not complete or demonstrate satisfactory levels in regards to this SLO.	meet the needs of future courses I teach.	successful completion rate and this semester I had an 92%. I am always striving for 100% and feel strongly that I give each and every student ample opportunities to be successful.	
				<p>Quizzes: 95% (n=35)- Students who earned a C grade or higher 5% (n=2)- Students who earned a D/F grade</p> <p>Discussions: 81% (n=30)- Students who earned a C grade or higher 19% (n=7)- Students who earned a D/F grade</p> <p>Final Grades: 92% (n=34)- Students who earned a C grade or higher 8% (n=3)- Students who earned a D/F grade</p>	Students who do not do well in this course usually submit their assignments after the due dates or do not submit completed assignments. I will continue to remind students to submit their assignments (including discussion posts) by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	No changes were made.	
	PEAC 33	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 badminton. Average score was 95% No questions were missed by 50% or more of the students about scoring and service.	With the increase in scores, there are no changes indicated at this time, for this assessment.	The last time this class was taught the average score was 75% and the questions on scoring were missed by more than 50% of the class. With this in mind, I went over this in more depth and found two handouts that explained scoring more clearly. As a result the scores on these questions were 100%.	
		SLO #2	Be able to demonstrate the skills and techniques of the game of badminton.	This SLO includes a pre- and post-test of basic badminton motor skills and a final games scores rubric. Students' improvement from course instruction can be measured by looking at the difference between scores. On average, students improved all skills by 42%, Average score for the six tests was 33% for the pretest and 75% for the post test. The smash and the drop shot had the least improvements. This is not unexpected as smash and drop shots are difficult skills to master for beginners and they were introduced in weeks 6 and 8 of a nine	While the smash and drop shot may need more emphasis, a nine week beginning class is not enough time to introduce and master these skills. The basic skills of serving short/long and clearing with both forehand and backhand, are more practical and easier for beginners to work on and develop. If we ever add an intermediate class, these	Areas where <25% of the class showed moderate or little improvement were analyzed and changes made to improve those areas. We need to provide more instruction and practice time on smash and drop skills. We also need to add an intermediate class, where these more advanced skill can be developed.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Be able to demonstrate the skills and techniques of the game of badminton.	<p>week class.</p> <p>All of the students did very well on the final games scoring rubric. The average score was 83%, with the highest score being 91% and the lowest 78%.</p>	two skills (smash and drop) will be emphasized and developed more in that class.	Areas where <25% of the class showed moderate or little improvement were analyzed and changes made to improve those areas. We need to provide more instruction and practice time on smash and drop skills. We also need to add an intermediate class, where these more advanced skill can be developed.	
		SLO #3	Develop and utilize basic systems of play for the singles and doubles game.	SLO 3 was based on a multiple choice exam covering the basic skills of badminton. Average score was 83% (up 2% from last semester this class was offered). No questions were missed by more than 50% of students. There was a big improvement on the matching flight paths of different strokes 92% on that set of questions, compared to 75% the last time the class was offered.	With the current high scores and improved flight pattern matching, there appears to be no changes needed at this time for this assessment. We need to add an intermediate class.	Individual Questions <50% were analyzed and changes made to improve those areas. Since we added an additional emphasis and two added handouts, the matching questions on flight patterns had a 17% increase, as mentioned in the summary. No changes needed at this time.	
PEAC 4	SLO #1	Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness.	26/31 or 84% of the students successfully completed this overarching assignments with a "C" or higher. 5/31 or 16% of the students failed to turn in the assignment and there were no students auditing the class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. Our new Fitness and Wellness Center is a huge asset to our students and pedagogically an advantage for me as the instructor. There is so much more that I am able to do as an instructor and with the new equipment and facility I believe the students are more intrinsically motivated to stay the course.	There was a nice increase in student success regarding this SLO up 13%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.		
				<p>82% (n=14)- Students who earned a C grade or higher</p> <p>18% (n=3)- Students who earned a D/F grade</p>	The students who earned a D/F on this assignment did not submit a completed assignment. I will continue to remind students to submit their assignments	This is my first SLO Assessment for this course.	

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				82% (n=14)- Students who earned a C grade or higher 18% (n=3)- Students who earned a D/F grade	by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	This is my first SLO Assessment for this course.	
				There are total of 19 students (95%), only 1 (5%) failed. Of those who completed the course, 100% successfully met this SLO.	Again, all the Wellness Lab classes should be measured together: PEAC3, 4, 15,16,17,29 SINCE THER ARE ALL THE SIMILARE ONES	Last year 100% meet the SLO	
		SLO #2	Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance.	19 students (95%) completed the course and met this SLO. (one student failed – which means 5% failing rate).	It is not significant	Last semester on 100% students met the SLO	
				26/31 or 84% of the students successfully completed this overarching assignments with a “C” or higher. 5/31 or 16% of the students failed to turn in the assignment and no students were auditing the class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	The student demonstrations (pre-test and post-test) revealed a satisfactory gain regarding this SLO. The one course that started the last 9 weeks and only ran half-term it was more difficult to measure strength gains in a shorter period of time as compared to the full-term 18 weeks sections. Most of these students in PEAC 4 trained with free-weights, but this class is diverse in that some students are beginners, some intermediate, and some advanced; which makes analyzing improvement more difficult within the three tiers. I also found some differences when I examined what students were recording in their fitness journals. Therefore,	There was a nice increase in student success regarding this SLO up 13%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	

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				26/31 or 84% of the students successfully completed this overarching assignments with a "C" or higher. 5/31 or 16% of the students failed to turn in the assignment and no students were auditing the class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	I need to continue to give clearer directives on what I expect and the protocols in recording measurements in the fitness logs/journals.	There was a nice increase in student success regarding this SLO up 13%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	
				88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade	The students who earned a D/F on this assignment did not submit a completed assignment. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates or are not submitting assignments.	This is my first SLO Assessment for this course.	
		SLO #3	Apply knowledge and ability with respect to the tools necessary to achieve improved body composition	28/31 or 90% of the students successfully completed this overarching assignments with a "C" or higher. 3/31 or 10% of the students failed to turn in/participate in the assignment and there were no students auditing the class. I was pleased that there was an average of close to 3% decrease in % body fat for this class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance.	In measuring this SLO there was a large increase of 19% 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. However, I feel the intrinsic motivation of the students' were increased significantly with the new facility.	There was a nice increase in student success regarding this SLO up 19%. The major reason for this was higher retention rates this term; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made.	
				All the 19 students are improved on the body fat measurement, one did not make it	New lab	Last semester, 90% lost weight and decrease at least 1% of body fat	
				Final Grades: 88% (n=15)- Students who earned a C grade or higher 12% (n=2)- Students who earned a D/F grade	The two students who earned a D/F grade in this course had poor attendance and did not submit completed	This is my first SLO Assessment for this course.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
						assignments. I will continue to remind students to submit their assignments by the due dates as well as send individual emails to the students who consistently submit their assignments after the due dates, are not submitting assignments, or have poor attendance.	This is my first SLO Assessment for this course.
	PELC 1	SLO #1	Identify a philosophy as a framework for the student's involvement in sport.	61/78 or 78% of the students successfully completed this overarching assignment with a "C" or higher. 17/78 students or 22% failed to complete the assignment or turned it in incomplete.	Pedagogically, I do not know how much I can change this particular assignment to measure this SLO as it is designed for this online class. I feel like I did initiate and increase communication via e-mail with those students that are showing a lack of effort; which can be difficult if I have a class this large of 78 students.	The assessment rubric was exactly the same. This term student achievement increased 4% from last term when measuring the passing and demonstration of this SLO. I combined both of my classes this semester; hence the higher sample size. The increase in student success regarding this SLO may be slightly attributed to the increase with student engagement via e-mail regarding this particular assignment (philosophy paper).	
		SLO #3	Explain the Education, Acquisition, and Practice phases for all of the psychological skills.	59/78 or 76% of the students successfully completed these assignments with a "C" or higher. 19/78 students or 24% failed to complete these assignments with a passing aggregate grade.	Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I need to make concerted efforts to communicate with those students that were struggling early in the course and give them the proper feedback and guidance.	Student achievement decreased slightly 5% from last term when measuring the passing and demonstration of this SLO through the various assessment measurements. I will continue to monitor this SLO for future semester's, but 5% increase or decrease is not very significant.	
		SLO #4	Understand how to design and implement a Psychological Skills Training program for participants.	62/78 or 79% of the students successfully completed this overarching assignment with a "C" or higher. 16/78 students or 21% 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	The assessment rubric was exactly the same from the following term. This term the results were very similar to last term when measuring the passing and demonstration of this SLO through scoring each student's PST Projects. The overall success in measuring this SLO is	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #4	Understand how to design and implement a Psychological Skills Training program for participants.	62/78 or 79% of the students successfully completed this overarching assignment with a "C" or higher. 16/78 students or 21% failed to complete the assignment or turned it in incomplete.	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 this term, but with the increased number of students the message may have not been received as well?	full completion of the PST project.	
PHIL 1	SLO #2	Creative, Critical, and Analytical Thinking OUTCOME: Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims	Enrolment: 11 Raw Data: 96, 94, 90, 90, 88, 85, 84, 80, 0, 0, 0 (72.72%) Passed with 70% or Better [70%-79% (0); 80%-89% (4); 90%-100% (4)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also demonstrated. (27.27%) 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.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	PHIL 1	SLO #2	Creative, Critical, and Analytical Thinking OUTCOME: Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims	activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	
	PHIL 4	SLO #2 (Love S16)	Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	<p>Enrolment: 29 Raw Data: 100, 100, 96, 90, 89, 88, 88, 88, 86, 85, 84, 84, 84, 82, 82, 81, 81, 81, 78, 74, 74, 72, 71, 66, 25, 0, 0, 0</p> <p>(79.31%) Passed with 70% or Better [70%-79% (5); 80%-89% (14); 90%-100% (4)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(27.27%) Earned substandard grades of 69% or below [0%-59% (5), 60%-69% (1)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	
	PHIL 5	SLO #1 (1)	Communication/Qualitative	I had an 80% pass ratio.			
		SLO #2 (1)	Essay Exams	I had an 80% pass ratio.			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Love S16)	Use logical analysis to evaluate philosophical arguments as well as to discriminate between controversial and non-controversial claims.	<p>Enrolment: 8/1 Raw Data: 93, 92, 92, 90, 86, 70, 0, 0, 0</p> <p>(66.66%) Passed with 70% or Better [70%-79% (1); 80%-89% (1); 90%-100% (4)] Pass rate attributed to the use of sound logical reasoning by the students rather than emotively clinging to past views of anti-realist positions of subjectivism and conventionalism in which the individual or the culture is the sole definer of right and wrong. In order to pass the essay, students were required to research, analyze, and construct a definitional paper. High student participation and active learning practiced in class to achieve core competencies were also demonstrated.</p> <p>(33.34%) Earned substandard grades of 69% or below [0%-59% (3), 60%-69% (0)] Substandard grade rate is attributed to low student participation in learning activities and passive learning preferences of these students. Students not utilizing logic to evaluate the question and construct a sound response to the question demonstrated this. All students who failed this assignment did not submit a response.</p>	No substantive changes other than normal revision of materials needed based on high student retention and pass rate.	The course is working well as designed.	
	PHIL 6	SLO #1 (1)	Communication (personal expression and information acquisition) OUTCOME: The ability to communicate knowledge of the primary ideas within the literature of the Bible RATIONALE: To demonstrate the ability to communicate at the college-level in vocabulary and in the discussion of ideas and concepts related to the course.	100% of the students completed the course. The final grades for the students in this course were 16, A's,4,B's, 1,C and 2,D's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams.	My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.	Students have been encouraged to review the lectures for each lesson prior the exam.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				100% of the students completed the course. The final grades for the students in this course were 20, A's, 2, B's, 1, C and 4, D's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams.	My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.	Students have been encouraged to review the lectures for each lesson prior the exam.	
				88% of the students completed the course. The final grades for the students in this course were 4, A's, 1, B, 1, C, 1, 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. The one student that received an F did not take both exams and asked for more time to complete late assignments.	My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.	Students have been encouraged to review the lectures for each lesson prior the exam.	
		SLO #2 (2)	Creative, Critical, and Analytical Thinking OUTCOME: Identify primary similarities germane to the Bible and the world view it presents. RATIONALE: To exhibit the ability to analyze and critically think. ASSESSMENT: Critical and analytical thinking to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	100% of the students completed the course. The final grades for the students in this course were 16, A's, 4, B's, 1, C, and 2, D's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	
				100% of the students completed the course. The final grades for the students in this course were 20, A's, 2, B's, 1, C, and 4, D's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video	My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	students to be discussed on the discussion board.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	
				88% of the students completed the course. The final grades for the students in this course were 4, A's,1, B, 1,C, 1,D and 1F. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The one student that received an F did not take both exams and asked for more time to complete late assignments.	My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	
		SLO #3 (3)	Community/Global Consciousness and Responsibility OUTCOME: Cultivate knowledge, respect, and tolerance of different views about the Biblical perspectives dissimilar from one's own. RATIONALE: To expand and deepen sensitivity to the complex nature of the major Bible worldviews. ASSESSMENT: Increased knowledge, respect, and tolerance to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	100% of the students completed the course. The final grades for the students in this course were 16, A's,4, B's,1,C, and 2,D's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were working on assignments during the last week of class.	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class	
				100% of the students completed the course. The final grades for the students in this course were 20, A's,2, B's,1,C, and 4,D's. Most students achieved the goals of the class. Their grasp of the goals was	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being	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	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were working on assignments during the last week of class.	achieved.	learning material for the class	
				88% of the students completed the course. The final grades for the students in this course were 4, A's,1,B,1,C, 1,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. The one student that received an F did not take both exams and asked for more time to complete late assignments.	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.	
	PHOT 1C	SLO #1	Student will be able to demonstrate practical image capture and editing skills in digital photography.	Spring 2016 students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students.		
		SLO #2	Using digital cameras, student will be able to produce level appropriate photographic images that demonstrate knowledge of design elements (light, color, and composition).	Spring 2016- Photographic projects - 98% were successful completing this with a "C" or better, 0 % failed to follow the guidelines/rubric and 2% stopped coming to class or failed to submit the assignments.	The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.		
		SLO #3	Control a digital camera in the different program settings (shutter pretty, aperture priority and manual mode).	Spring 2016- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Control a digital camera in the different program settings (shutter pretty, aperture priority and manual mode).	see how much they were learning.			
	PHOT 2A	SLO #1 (Lytle)	Defines digital photography terminology and identifies advanced level image editing software features and their proper use	Spring 2016 students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.			
		SLO #2 (Lytle)	Creates photo-based artwork that demonstrates proficiency in the advanced level digital photography techniques covered in course materials.	Creates photo-based artwork that demonstrates proficiency in the advanced level digital photography techniques covered in course materials.			
		SLO #3 (Lytle)	Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style	Spring 2016- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning.			
	PHOT 2B	SLO #1 (Lytle)	Identify various studio lighting equipment together with their specific use and purpose	Spring 2016- Students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	PHOT 2B	SLO #1 (Lytle)	Identify various studio lighting equipment together with their specific use and purpose	Spring 2016- Students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	other students. I enjoyed talking with all of my students		
		SLO #2	Using digital cameras, student will be able to produce level appropriate photographic images that demonstrate knowledge of design elements (light, color, and composition).	Spring 2016- Photographic projects - 100% were successful completing this with a "C" or better	The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.		
		SLO #3	Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style.	Spring 2015- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning..	I think this course went very smoothly and the students applied themselves in this course reaped the benefit and you are able to tell by their final photo book. The only thing that I would like to emphasize to the students is how important the final is to their overall grade.		
	PHOT 2C	SLO #1 (Lytle)	Defines digital photography terminology and identifies intermediate level image editing software features and their proper use.	Pring 2016 students turned in photographs and responded to the discussion questions on a weekly basis. This made it very easy to see how much they were learning.	The photographs and discussions in this course are the key to see how the students are grasping the information and a way for them to communicate with other students. I enjoyed talking with all of my students.		
		SLO #2 (Lytle)	Creates photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course	Spring 2016- Photographic projects - 98% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 2% stopped coming to class or failed to submit the	The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Lytle)	materials.	assignments.	students use different types of camera, lenses and lighting for their projects. Then edit the photograph with computer imaging software to complete the final look.		
		SLO #3 (Lytle)	Set the cameras white balance for different conduction of indoor and outdoor photography.	Spring 2016- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning..			
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 had a mean of 69% based upon the results of the Final Exam. This was a Definite increase in overall student achievement with respect to this SLO over the previous semester.	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. If a Student Tutor cannot be located and approved by Tutorial Services in order to assist students with the class, the instructor will offer to individually tutor students either on a one-to-one basis or in groups during his office hours.	Individual questions on the exam where less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located and/or approved in order to assist students. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course. The students thought this was very helpful.		
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean of 69% based upon the results of the Final Exam. This was a Definite increase in overall student achievement with respect to this SLO over the previous semester.	Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. If a Student Tutor cannot be located and approved by Tutorial Services in order to assist students with the class, the instructor will offer to individually tutor students either on a one-to-one basis or in groups during	Individual questions on the exam where less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located and/or approved in order to assist students. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course. The students thought this was very helpful.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.	SLO #2 had a mean of 69% based upon the results of the Final Exam. This was a Definite increase in overall student achievement with respect to this SLO over the previous semester.	his office hours.	Individual questions on the exam where less than 50% of students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor that had previously achieved either an "A" or a "B" in the course could not be located and/or approved in order to assist students. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course. The students thought this was very helpful.	
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	SLO #3 had a mean of 82% based on one Research Project. These results were a slight decrease from the previous semester, but, overall, the average score on the Research Project is still indicating above average student achievement.	The Research Project Assignment will be distributed at an earlier part of the semester in order to afford students greater time to research and complete the assignment. Students will be required to finish their poster visual aid at least a full week before they present it to the class to allow more time and energy to be devoted to their oral speeches. Students will now also play an important role in assessing the work of other project groups in the class, as well as completing a "Self-Evaluation" Form addressing the level of their own individual contributions on the assignment. The Overall Project Evaluation Form will zero in on the following three questions: 1) What were the best parts of each Project? And Why?	Students were required to use at least three resources from our on-campus Academic Library, in addition to Internet Resources, in order to gain more experience in locating and using Library materials. Examples of Project Visual Aids from students in prior classes were also shown to current students so that they could have a better idea of how to successfully complete this aspect of the Research Project. A very successful Grading Rubric for the Research Project was again utilized during this semester for the course. The students found it most valuable to have the Rubric distributed to them at the same time that the project was assigned.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems.	SLO #3 had a mean of 82% based on one Research Project. These results were a slight decrease from the previous semester, but, overall, the average score on the Research Project is still indicating above average student achievement.	2) What did they learn from each Project? 3) How could each Project have been improved?	Students were required to use at least three resources from our on-campus Academic Library, in addition to Internet Resources, in order to gain more experience in locating and using Library materials. Examples of Project Visual Aids from students in prior classes were also shown to current students so that they could have a better idea of how to successfully complete this aspect of the Research Project. A very successful Grading Rubric for the Research Project was again utilized during this semester for the course. The students found it most valuable to have the Rubric distributed to them at the same time that the project was assigned.	
	POLI 1	SLO #1	Identify and describe the structure of political issues and political relationships.	18/42 = A; 7/42 = B; 4/42 = C; 2/32 = D; 2/42 = F; 11/42 = F (7 no submissions) Students were fairly successful in understanding the nature of government, and how the different levels worked together to create political action.	For the most part, there was much to appreciate in these papers as students tackled issues that are important to them. It is necessary to convey to students the importance of local government and issues as well as these papers are often strong. Moreover, many students wrote on illegal immigration. Some were good, many though were not. I do not want to make this a notallowed topic, but must consider making sure students avoid too much pathos without logos.	No major changes made at this time.	
				2/5 = A; 1/5 = B; 1/5 = D; 1/5 = no submission Students had a reasonably strong understanding of the relationship in politics and the structures required to solve political issues.	Am happy with results as students demonstrated understanding, looking for workable solutions to real problems. I am glad I included a policy proposal requirement. Now wish to add annotated	Have added the need for a policy proposal early on to make sure students are considering their papers.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				2/5 = A; 1/5 = B; 1/5 = D; 1/5 = no submission Students had a reasonably strong understanding of the relationship in politics and the structures required to solve political issues.	bibliography or some type of outline to make sure students are working early.	Have added the need for a policy proposal early on to make sure students are considering their papers.	
				7/11= C or Higher; 4/11 = C or lower (all no submissions) Students who participated had a strong understanding of the relationship in politics and the structures required to solve political issues.	For those who submitted paper, I was happy with the results. Many students wrote on more local issues and their papers were the better for it. For new class, am adding requirements along the line to make sure students are working on their papers in advance and not waiting until the last minute. This will include an annotated bibliography.	No major changes since last submission.	
				Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate. (see attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	Review and revision of needed changes are a constant factor due to the changing nature of the US and the global political environment. These changes are reflected by the dynamic of the classroom discussions, and written assignments.	
				The majority of the students were able to identify two interest groups with opposing viewpoints on controversial issues , such as abortion, gun control , and gay marriage and derive at a position based on facts and not just opinions. A small portion (about 10 percent) of the student had problems in citing their interest group sources either in a MLA or APA format. Once again documentation is the weak link in the persuasive paper.	Will reinforce /incorporate the various internet sites that depict MLA and APA sites Students who complete the STOP and GO Citation Determination Tutorial will receive 10% extra credit for this course. In addition this tutorial has been designed to teach distance education students how to find valid academic sources.		
		SLO #1	Define political culture and	Midterm Exam – 76% passed; 24% failed;	Students are doing well on	Allowed open book and open notes on	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		(Marietta)	describe the unique combination of political values that form the American political culture.	<p>Final Exam – 85% passed; 15% failed; overall retention (of those who remained in the course after the drop date) - 90%; three failing students would not respond to emailing/messaging.</p> <p>Midterm Exam – 80% passed; 20% failed; Final Exam – 78% passed; 22% failed; overall retention 78%; New BCC Testing Center requiring permission for late testing had a detrimental effect on procrastinating students, some when turned away, never came back despite Instructor’s efforts.</p>	<p>the exams – continue to encourage students to study the review; emphasize that late-testing is the exception and students must take the exams on time; allow open notes as well as open book in the future for proctored exams.</p> <p>Students are doing well on the exams – continue to encourage students to study the review; emphasize that late-testing is the exception and students must take the exams on time.</p>	<p>proctored exams; provided review/hints for both exams; sent messages to students who missed exams</p> <p>Allowed open book and open notes on proctored exams; provided review/hints for both exams; sent messages to students who missed exams</p>	
		SLO #2	Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory.	<p>10/11 = C or Better; 1/11 = D Students overall had a moderate understanding of James Madison.</p> <p>18/42 = A; 6/42 = B; 3/42 = C; 2/42 = D; 13/42 = F (11 no submissions) Students overall read and had an okay understanding of the political authors.</p>	<p>I am trying to find a way for students to be immersed in primary sources (Federalist Papers) without being overwhelmed by them. Last attempt had some success, but still has a ways to go. Furthermore, I hope that by doing so I will increase academic rigor.</p> <p>For those who participated, they did a good job of interacting with the material. Even for many students who missed some key points of Madison, they did their best to interact with the material which is maybe even more important for this academic lesson. Not certain of any major changes for next semester beyond</p>	<p>No major changes in terms of assessment, but attempted different method of presenting information and analyzing the primary sources (based off of student evaluations that I take). The attempt was okay, but would like to try something else.</p> <p>No major changes at this time.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				18/42 = A; 6/42 = B; 3/42 = C; 2/42 = D; 13/42 = F (11 no submissions) Students overall read and had an okay understanding of the political authors.	emphasizing the importance that students complete all assignments considering the overly large number of no submissions.	No major changes at this time.	
				5/5 = A Students overall had a good understanding of James Madison.	Still wish to find new ways to introduce the primary source of the Federalist Papers to the students for clearer understanding and integration into their essays.	No major changes in terms of assessment.	
				Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate. (See attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	At the end of every fourth chapter each student will be asked to fill out a survey in order to access overall student analysis of critical thinking, presentation of materials and relevance of these toward exams. The idea is to generate data which will assist in the review of political science lectures. Adjustments are constant based on class feedback.	
				The majority of the students were able to identify key political concepts, such as the Constitution,, the first ten amendments to the U.S. Constitution , difference between civil liberties and civil rights.	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 government	92% of students passed the quizzes and 92% 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	
				98% of students passed the quizzes and 98% of students passed the discussions	Allowing late posts and discussions for partial credit enhances retention	Late quizzes and discussion posts allowed thru the end of the course	
		SLO #3	Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order.	3/5 = A; 1/5 = B; 1/5 = no submission Students demonstrated a strong understanding of the importance of media.	Students did a good job of considering the major changes brought about by media in American politics/democracy. Many focused on the burgeoning of social media and its importance, particular in this election cycle. Not	No major changes from first part of spring semester.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order.	3/5 = A; 1/5 = B; 1/5 = no submission Students demonstrated a strong understanding of the importance of media.	certain of changes to make at this time.	No major changes from first part of spring semester.	
				31/42 = A; 4/42 = B; 1/42 = D; 6/42 = F/No submissions Students demonstrated an understanding in the importance of media. In particular, they understood how media plays a large role in the lives of citizens in a democracy (including more modern technologies such as social media).	While students did fairly well, I am not 100% happy with the results. I need to figure out a way to increase academic rigor so that students are making strong, analytical connections.	No major changes from last time.	
				8/11 = C or Better; 2/11 = F (no submissions); 1 student excused Students demonstrated an understanding in the importance of media.	Students did a better job in recent years of looking at how social media is making changes. I still though want to make changes and require more active real-world examples. I will need to make the instructions clearer to achieve this and increase academic rigor.	No major changes from first part of spring semester.	
				Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate. (see attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	At the end of every fourth chapter, each student will be asked to fill out a survey in order to access overall student analysis of critical thinking, presentation of materials and relevance of these toward exams. The idea to generate data which will assist in the review of political science lectures. Adjustments are constant based on class feedback.	
				The majority of the students were able to identify the three basic points regarding public opinion and representative democracy. Students also addressed how heredity, gender, family, religious and ethnic traditions occupational experiences and higher education influence their political viewpoint in the final assessment. . Additionally, students were able to articulate the importance of the media in	I will continue to challenge students to explore their opinions on controversial political issues and generate course discussion and debate.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				shaping public opinion.	I will continue to challenge students to explore their opinions on controversial political issues and generate course discussion and debate.		
		SLO #3A (Marietta a)	Analyze major political issues in the American and California political systems	90% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late; those students who refused to submit their essays even after being given two extra weeks will be dropped from the course and received a "W".	Accepted late essays for partial credit and reminded students via Moodle messages and emails; those students who refused to submit their essays even after being given two extra weeks were dropped from the course and received a "W".	
				92% completed the essays and received a B or higher grade	Continue to emphasize second chances for students to submit essays late; those students who refused to submit their essays even after being given two extra weeks will be dropped from the course and received a "W".	Accepted late essays for partial credit and reminded students via Moodle messages and emails; those students who refused to submit their essays even after being given two extra weeks were dropped from the course and received a "W".	
	POLI 2	SLO #1 (1)	Demonstrate knowledge and understanding of historical relationships and political thoughts that shaped each democratic and totalitarian system	84% passed the proctored final exam; 16% did not take the final exam	Determine earlier in the course when a student has given up but not withdrawn; many students dropped the course or were Instructor Dropped at Census for failing to keep up with assignments	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 emails/messages needed.	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	100% of submitted essays passed; 2 students failed to submit all three required essays	Essay performances improved over last year. Continue to follow-up with	emailed/messaged students who did not submit their essays on time; even allowed three students to submit	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (3)	opposition of political systems.	100% of submitted essays passed; 2 students failed to submit all three required essays	procrastinators; cut down on the number of essays required – 3 to 2 and increase the number of exams from 1 to 2.	missing essays after last day of class for partial credit.	
	POLI 3	SLO #1	Students will be able to analyze and synthesize international relations sources to formulate a global political thesis.	Students will be able to analyze and synthesize international relations sources to formulate a global political thesis. A small portion (about 10 percent) of the student had problems in developing a political global thesis and citing appropriate references either in a MLA or APA format. Once again documentation is the weak link in the IR research paper , however the stop and go tutorial did help the students in mastering the outcome.	Will reinforce /incorporate the various internet sites that depict MLA and APA sites and continue to give extra credit for students taking the tutorial. Students who complete the STOP and GO Citation Determination Tutorial will receive 10% extra credit for this course. In addition this tutorial has been designed to teach distance education students how to find valid academic sources.		
		SLO #2	Students will be able to explain relationships between the causes of global political events in international relations and their effects.	The majority of the students were able to identify the causes, conduct and consequences of the U.S. involvement in the Vietnam Conflict and the Iraq and Afghanistan War.	None, continue to use the 3 c model to assess the critical thinking skills of the student body as they assess the nature of global conflict and future international challenges for the 21th century.		
		SLO #3	Students will be able to describe international relations actors and events and explain their significance in global political context.	The majority of the students were able to describe key nation state actors and non state actors as related to the war on terrorism. Additional the majority of the students were able to articulate the major challenges that the world faces in the next decade, such as transnational issues, global climate change , food shortage and the proliferation of weapons of mass destruction and mass disruption.	I will continue to challenge students to explore their opinions on controversial global international relations issues and generate course discussion and debate facing the international community.		
	PSYC 1	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology.	Midterm exam score average was 78%, but final score average was 45%.	Go back to allowing unlimited notes	Number of note pages allowed on final was more limited	

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				<p>Only 20 students of the 28 who were still actively participating in the class turned in their finals. This is the lowest number of final submissions the instructor has seen. She posted multiple times during the semester and especially as the final neared, and then when the submissions were sparse she reminded students that it was necessary. She also wrote notes to each student in the grade book section that their final was missing. That only yielded a couple more. Those that did submit their final met SLO 1.</p>	<p>The low submission rate is an anomaly. However, if the three that had health concerns are removed, that is a 25% non-submission rate. One other class has had that low rate. This instructor intends to maintain the multiple notices about the final, encourage more questions, and to post more suggests as the time for the final approaches.</p>	<p>The instructor followed all the actions that in previous classes have yielded close to 100% of submissions. This semester they did not. Even a student that wrote her almost weekly about progress and how to ensure a good grade in the class and to whom the instructor replied, did not submit a final. Two wrote that they were sick, and one said she was in an auto accident a couple of weeks earlier. That's three of the 8 active. Where the other 5 were is unexplained.</p> <p>Many in this class did not submit term papers either. Perhaps they were intimidated by outside writing. However, this semester the instructor also posted all the information about the extra tutoring groups/classes that were available and supported the student in considering attending those.</p>	

				<p>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.</p>	<p>Data indicates that students who completed the course understood and can practically apply the concepts of the course. Of the 46 students who were enrolled at the end of the term, 38 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 8 who did not, most failed to complete the discussions altogether, and stopped attending in the middle or near the end of the course.</p>	<p>Continuing to monitor student progress and reach out to students who are struggling or stop attending</p>	
				<p>Students wrote 3 short apply it papers, in which they described a key concept, principle, or theory, and applied it to a</p>	<p>The above data indicates that overall, students were able to explain key</p>		

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				<p>personal experience/observation of the particular concept in real life settings. Papers were due in weeks 2, 4, and 7.</p> <p>Apply it Paper 1: 6/17 or 35% of the students completed the assignment with an "A" 4/17 or 24% of the students completed the assignment with a "B" 1/17 or 6% of the students completed the assignment with a "C" 6/17 or 35% of the students did not complete the assignment</p> <p>Apply it Paper 2: 6/17 or 35% of the students completed the assignment with an "A" 8/17 or 47 % of the students completed the assignment with a "B" 3/17 or 18% of the students did not complete the assignment</p> <p>Apply it Paper 3: 6/17 or 35% of the students completed the assignment with an "A" 6/17 or 35% of the students completed the assignment with a "B" 3/17 or 18% of the students completed the assignment with a "C" 2/17 or 12% of the students did not complete the assignment</p>	<p>concepts, principles, theories and generalizations of psychology. The students displayed a good understanding of the concepts, principles, and theories. They exhibited ability to identify examples of the concepts in real world situations. The students who received "B" & "C" grades displayed a good understanding of the concepts, but were marked down on their papers for not meeting the length requirement of the paper, not following the specified format, missing sections in the paper, and/or for writing errors (grammar, punctuation, capitalization, run-on sentences, missing punctuation, punctuation errors). There was a decrease in the number of students who didn't submit their papers from week to week. Instructor provided feedback on all papers, including corrections to show students the specific errors that were made. Instructor will continue to use this assignment, as it provides students with the ability to apply and explain the concepts using personal experiences/real world examples. Instructor has noticed that students are able to grasp the concepts better with this assignment. Instructor will continue to provide</p>		

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				<p>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.</p> <p>Apply it Paper 1: 6/17 or 35% of the students completed the assignment with an "A" 4/17 or 24% of the students completed the assignment with a "B" 1/17 or 6% of the students completed the assignment with a "C" 6/17 or 35% of the students did not complete the assignment</p> <p>Apply it Paper 2: 6/17 or 35% of the students completed the assignment with an "A" 8/17 or 47 % of the students completed the assignment with a "B" 3/17 or 18% of the students did not complete the assignment</p> <p>Apply it Paper 3: 6/17 or 35% of the students completed the assignment with an "A" 6/17 or 35% of the students completed the assignment with a "B" 3/17 or 18% of the students completed the assignment with a "C" 2/17 or 12% of the students did not complete the assignment</p>	<p>detailed instructions for the paper, along with examples. Instructor will continue to encourage students to complete the papers, and to continue to contact instructor with any questions.</p>		
				<p>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.</p> <p>Apply it Paper 1: 6/32 or 19% of the students completed the assignment with an "A"</p>	<p>Students were able to explain key concepts, principles, theories, and generalizations of psychology. Students who received "B" grades were marked down for spelling, punctuation, and grammatical errors. Their grade would have been an</p>		

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				<p>11/32 or 34% of the students completed the assignment with a "B"</p> <p>6/32 or 19% of the students completed the assignment with a "C"</p> <p>3/32 or 9% of the students completed the assignment with a "F"</p> <p>6/32 or 19% of the students did not complete the assignment</p> <p>Apply it Paper 2:</p> <p>8/32 or 25% of the students completed the assignment with an "A"</p> <p>7/32 or 22% of the students completed the assignment with a "B"</p> <p>12/32 or 37% of the students completed the assignment with a "C"</p> <p>1/32 or 3% of the students completed the assignment with a "F"</p> <p>4/32 or 13% of the students did not complete the assignment</p> <p>Apply it Paper 3:</p> <p>5/32 or 16% of the students completed the assignment with an "A"</p> <p>11/32 or 34% of the students completed the assignment with a "B"</p> <p>8/32 or 25% of the students completed the assignment with a "C"</p> <p>2/32 or 6% of the students completed the assignment with a "D"</p> <p>6/32 or 12% of the students did not complete the assignment</p>	<p>"A" if not for the writing errors. Students who received "C" grades left out parts of the paper, and also had spelling, punctuation, and grammatical errors. Students who received "D" grades did not follow instructions for the paper, and also had many writing errors that limited instructor's ability to follow their thoughts/ideas.</p> <p>Overall, students understood the concepts and displayed ability to apply the concepts. Instructor gave detailed feedback, but students continued to make the same mistakes (e.g., not including the definition/description of the concept; incorrect citation; writing errors). Instructor submitted Early Intervention forms for students who struggled with writing, and also provided information to tutoring to help students improve their writing skills. Instructor will continue with this assignment as this assignment has been successful. Instructor will continue to encourage students to proofread and use spell check before submitting their papers. Instructor will also continue to provide detailed feedback on papers, continue to provide the handout with</p>		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>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.</p> <p>Apply it Paper 1: 6/32 or 19% of the students completed the assignment with an "A" 11/32 or 34% of the students completed the assignment with a "B" 6/32 or 19% of the students completed the assignment with a "C" 3/32 or 9% of the students completed the assignment with a "F" 6/32 or 19% of the students did not complete the assignment</p> <p>Apply it Paper 2: 8/32 or 25% of the students completed the assignment with an "A" 7/32 or 22% of the students completed the assignment with a "B" 12/32 or 37% of the students completed the assignment with a "C" 1/32 or 3% of the students completed the assignment with a "F" 4/32 or 13% of the students did not complete the assignment</p> <p>Apply it Paper 3: 5/32 or 16% of the students completed the assignment with an "A" 11/32 or 34% of the students completed the assignment with a "B" 8/32 or 25% of the students completed the assignment with a "C" 2/32 or 6% of the students completed the assignment with a "D" 6/32 or 12% of the students did not complete the assignment</p>	<p>examples and guidelines for the paper, and provide information/referrals to tutoring for struggling students.</p>		
				<p>Three multiple choice exams covered 3 or 4 chapters each. Most students achieved</p>	<p>Student success was 92.3% for SLO 1. No immediate</p>	<p>No changes from previous assessment.</p>	

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				success, 24 of 26 students or 92.3%. The one student that earned an F had low test scores. The other student that earned an F stopped attending after the last day to drop students and missed two exams.	changes are planned.	No changes from previous assessment.	
		SLO #1 (Addison)	Two take home midterms	Of the 3 students in the class, all 3 took midterm 1 and 2 and scored well on them	That 2 midterms are adequate otherwise there is too much to cover in 1 midterm	None, the concept of take home exams seems to encourage students	
		SLO #1A (Addison)	2 Midterms	Of the 35 students that were enrolled, 4 dropped. The rest 30 students took midterm 1 and 2. Only 33% of the students received a failing grade (11 students).	That 2 midterms are adequate otherwise there is too much to cover in 1 midterm	None, the concept of take home exams seems to encourage students	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology.	<p>Comprehensive multiple choice exam covering all the chapters:</p> <p>5/17 or 29% of the students completed the final exam with a "C" or above 3/17 or 18% of the students completed the final exam with a "D" 9/17 or 53% of the students received an "F" (including 3 students who did not take the final exam)</p> <p>Highest grade was a 98%, and the lowest grade was a 40%.</p>	The above data indicates that overall, students were not able to analyze and critically evaluate different ideas, arguments, and point of views associated with general psychology in a multiple choice format. Instructor provided a detailed study guide that closely matched each question on the exam. The types of questions on the exam were similar to the types of questions on the weekly quizzes. The majority of the students did well on the weekly quizzes. The difference between the weekly quizzes and the final exam was that the final exam was a closed book and closed notes exam. Instructor posted the study guide in week 6. It is possible that students did not study well, as the majority of the students displayed a good understanding of the	In the previous assessment, the discussion posts were used for this SLO. Since the Activity Assignment was discontinued and not replace with another assignment, instructor decided to use the Final exam for this SLO, and the discussion posts for a different SLO. As the exam was comprehensive, students had to know & understand various concepts/theories, and be able to apply their critical thinking skills, as most questions were application, rather than rote memorization of concepts. Although the final exam wasn't used for this SLO in the previous session, students did worse on the final than the previous class.	

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		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology.	<p>Comprehensive multiple choice exam covering all the chapters:</p> <p>5/17 or 29% of the students completed the final exam with a "C" or above 3/17 or 18% of the students completed the final exam with a "D" 9/17 or 53% of the students received an "F" (including 3 students who did not take the final exam)</p> <p>Highest grade was a 98%, and the lowest grade was a 40%.</p>	different ideas, arguments, and point of views associated with general psychology in their papers and discussion posts, but not specifically for this SLO. Instructor reviewed each question on the exam after students completed it, and noticed that many students missed questions in which they would need to know the definition of the concept to get the answer correct. Instructor gave students credit for some of the questions that the majority of the class got wrong, as it appeared that the questions could have been interpreted in different ways. For the next semester, instructor will continue to provide the study guide, and will also include examples of the types of questions that students will see on the exam. Instructor will also have new questions on the exam.	In the previous assessment, the discussion posts were used for this SLO. Since the Activity Assignment was discontinued and not replace with another assignment, instructor decided to use the Final exam for this SLO, and the discussion posts for a different SLO. As the exam was comprehensive, students had to know & understand various concepts/theories, and be able to apply their critical thinking skills, as most questions were application, rather than rote memorization of concepts. Although the final exam wasn't used for this SLO in the previous session, students did worse on the final than the previous class.	
				<p>Comprehensive multiple choice exam covering all the chapters:</p> <p>7/32 or 22% of the students completed the final exam with a "C" or above 19/32 or 59% of the students completed the final exam with a "F" 6/32 or 19% of the students did not take the final exam</p> <p>Highest grade was a 96%, and the lowest grade was a 40%.</p>	The above data indicates that overall, students were not able to analyze and critically evaluate different ideas, arguments, and point of views associated with general psychology in a multiple choice format. Instructor provided a detailed study guide in week 6 that closely matched each question on the exam. The types of questions on the exam	In the previous assessment, the discussion posts were used for this SLO. Since the Activity Assignment was discontinued and not replaced with another assignment, instructor decided to use the Final exam for this SLO, and the discussion posts for a different SLO. As the exam was comprehensive, students had to know & understand various concepts/theories, and be able to apply their critical thinking skills, as most questions were application, rather than rote memorization of concepts.	

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				<p>Comprehensive multiple choice exam covering all the chapters:</p> <p>7/32 or 22% of the students completed the final exam with a "C" or above 19/32 or 59% of the students completed the final exam with a "F" 6/32 or 19% of the students did not take the final exam</p> <p>Highest grade was a 96%, and the lowest grade was a 40%.</p>	<p>were similar to the types of questions on the weekly quizzes. The majority of the students did well on the weekly quizzes. The difference between the weekly quizzes and the final exam was that the final exam was a closed book and closed notes exam.</p> <p>Instructor went back to review the questions on the exam, and noticed that students missed questions that they demonstrated knowledge of in their discussion posts. Of the questions missed, there was a wide range of variation in incorrect answers chosen. Also, students answered many questions incorrectly that the previous class answered correctly.</p> <p>Instructor gave credit for some of the questions that the majority of the class missed. Since 6 students did not take the final exam, it is unknown how they would have done on the exam. Instructor will utilize a brand new exam with new questions for next semester, and will continue to provide a detailed study guide.</p>	<p>In the previous assessment, the discussion posts were used for this SLO. Since the Activity Assignment was discontinued and not replaced with another assignment, instructor decided to use the Final exam for this SLO, and the discussion posts for a different SLO. As the exam was comprehensive, students had to know & understand various concepts/theories, and be able to apply their critical thinking skills, as most questions were application, rather than rote memorization of concepts.</p>	
				Overall discussion score was 81%.	Adding a citation increased student engagement and will be retained in future semesters.	Students were asked to provide a citation for each discussion.	
				Students demonstrate their understanding	Data indicates that	Improved retention rate	

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				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. 40 students completed the final exam. 32 scored 60% or higher on the exam. Eight scored below 60% (considered a failing grade).	students who completed the final exam understood and can practically apply the concepts of the course. Of the 48 students who were enrolled at the end of the term, 40 completed the final exam. 32 completed with a grade of 60% or above and demonstrated their understanding of the concepts. Of the 8 who did not complete the final exam, two dropped the course, six stopped attending and two completed the remainder of the course but not the final exam. Of the eight who scored lower than 60% on the final exam, five passed the course, indicating that there was some other reason for the low exam score than failure to understand the concepts.	Improved retention rate	
				Students were required to complete a study guide for each of ten chapters covered. Most students achieved success, 25 of 26 students or 96%. The one student that was not successful on SLO 2 stopped attending class after the last day to drop students and failed to complete multiple study guides.	Student Success for SLO 2 was 96%. No changes are planned.	No changes from previous assessment.	
				This semester the discussions boards were more interactive than most previous classes. Each discussion board, many if not most of the active members posted to at least one peer. Several boards evoked dialogues and ongoing comments which reflected analyses of concepts and material. Not only do the questions require critical thinking and evaluation,	Positive reinforcement for interaction seemed to increase interaction. Continue to directly comment to students and their posts through Moodle. The instructor will maintain those, as well as encouraging students to	Moodle enhances response to specific students’ comments. It increases direct interaction between students, as well as between the student and the instructor. Students consistently report they enjoy class interaction and discussion. Throughout the semester the instructor encouraged questions about the material. Students did ask questions in	

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				the "in class" discussion through the boards reflected ongoing analyses and application. That makes the low final submission rate in this class even more puzzling.	write her in email. She will continue to support student contributions, as well as remind them about completion of discussion boards – and finals. For several students, e mail was also an effective way to comment on their more personal or private posts.	the body of the discussion board posts. The instructor replied in the boards themselves as well as on the FAQ. The location depended on the type and generality of the question/response.	
		SLO #2	Assigning weekly homework. (Addison)	Of the 3 students enrolled all 3 were consistently turning in homework.	None for this portion I think turning in homework in an timed manner is important for students to learn responsibility		
				Of the 30 students, 80% (24 students) turned in the homework on a consistent basis.	None for this portion I think turning in homework in an timed manner is important for students to learn responsibility.		
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	For the most part student writing did improve during the course of the semester.	It would really be helpful if there were a way to correct grammar on the discussion boards without embarrassing the student- that is without doing it publically. Perhaps there can be a way to send a Moodle response privately. Immediate feedback is an important learning tool. Students seemed willing to write in discussions. But their low response rate in major written work - term papers and final is a concern.	This semester there were several writing tutorials offered. The instructor posted about those and encouraged students to attend. She also continued her practice of returning with corrections what term papers and finals were submitted.	
				Overall discussion score was 81%	Adding a citation increased student engagement and will be retained in future semesters.	Students were asked to provide a citation to each discussion.	
				Responses to instructor's discussion	The above data indicates	Compared to the previous assessment,	

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				<p>questions-Posts: evaluating different schools of thought in psychology for behavior; critically evaluating a myth; differences in cultural styles of child rearing; analysis of collectivism and individualism; analysis of what shapes beliefs & perceptions; evaluating developmental theories; analysis of classical conditioning; memory; analysis of cognitive strategies; analysis of types of intelligence; evaluating ideas on sexual motivation and emotional expression in various cultures; analysis of therapeutic perspectives & therapy modalities</p> <p>81% of students completed all of their posts with a "C" or higher.</p> <p>3% of the students completed a few posts with a "D," due to not thoroughly responding to the questions, or missing parts of the questions.</p> <p>3% of students completed a few posts with an "F," due to not thoroughly responding to the questions, missing parts of the questions, and posting with grammatical, punctuation, and spelling errors.</p> <p>5% of the students did not post responses in some of the weeks.</p> <p>8% of the students completed some of their posts too late, past the deadline.</p>	<p>that students were able to demonstrate the ability to articulate their positions in writing. Students were able to effectively explain their viewpoints by integrating theories and concepts from the lessons and textbook. Instructor will continue to provide detailed feedback on posts, prompt students when responses are not quite thorough, and continue to refine discussion questions as needed.</p>	<p>there was an increase in the number of students who completed their posts with a "C" or higher, and an increase in post completion. It is important to note, however, that this class was smaller compared to the class in the previous assessment. Instructor updated questions since the previous assessment. Perhaps by updating some of the questions to reflect current situations and world life experiences that apply to the concepts, the students' attention was captured better, which enabled them to be more engaged with the content. Overall, the depth of the posts was an improvement from the previous assessment, and more effort was displayed in posts. Instructor decided to use the Final Exam for this SLO. The Activity Assignment was previously used for this SLO, but instructor did not continue with this assignment, as many students were not completing it in previous sessions.</p>	
				<p>Responses to instructor's discussion questions-Posts: evaluating different schools of thought in psychology for behavior; critically evaluating nature vs. nurture; pros & cons of psychoactive drugs; analysis of collectivism and individualism; analysis of what shapes beliefs & perceptions; evaluating developmental theories; describing</p>	<p>The above data indicates that students were able to demonstrate the ability to articulate their positions in writing. Students were able to effectively explain their viewpoints by integrating theories and concepts from the lessons and textbook.</p>	<p>Instructor decided to use the Final Exam for this SLO. The Activity Assignment was previously used for this SLO, but instructor did not continue with this assignment, as many students were not completing it in previous sessions. Instructor updated discussion questions since the previous assessment. Instructor noticed that with the updated</p>	

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				<p>position of which type of reinforcement/punishment would be most effective/least effective in a given situation; memory; analysis of cognitive strategies; analysis of types of intelligence; evaluating ideas on sexual motivation and emotional expression in various cultures; analysis of therapeutic perspectives & therapy modalities</p> <p>71% of students completed the aggregate of their posts with a "C" or higher.</p> <p>6% of the students completed some posts with a "D," due to not thoroughly responding to the questions, or missing parts of the questions.</p> <p>5% of students completed some posts with an "F," due to not thoroughly responding to the questions, missing parts of the questions, and posting with grammatical, punctuation, and spelling errors.</p> <p>18% of the students either completed some of their posts too late, or did not post in some of the discussions.</p>	<p>Instructor will continue to provide detailed feedback on posts, prompt students when responses are not thorough, and continue to refine discussion questions as needed. Instructor will continue to encourage students to submit posts on time, and to proofread/spell-check their posts before submitting. Instructor will continue to provide the detailed handout of the guidelines for discussion posts, and will continue to provide the discussion post grading rubric. Instructor will provide information/referrals to tutoring for struggling students.</p>	<p>questions, students seemed more engaged in the discussion, and incorporated their experiences and real-life observations into the discussion when articulating their positions.</p>	
				<p>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. One student did not participate and stopped attending class soon after the last day to drop students passed. He earned an F in the course.</p>	<p>Student success rate for SLO 3 was 100%. No changes are planned.</p>	<p>No changes from previous assessment.</p>	
				<p>Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts. They were expected to</p>	<p>Data indicates that students who completed the course are able to cite references in APA style,</p>	<p>Retention rate increased</p>	

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				<p>back-up their positions with current research. 42 students completed the course, and 40 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 or stopped participating in the discussions altogether. Those who failed the course completed only minimal numbers of discussions and did not complete them as outlined (citing references, responding to other students, substantive discussion (defined specifically in the syllabus) or major grammatical errors.</p>	<p>communicate appropriately in writing, and articulate their position in writing with authoritative back-up. Of the 42 students who were enrolled at the end of the term, 40 participated in the discussions as outlined, generally including references, citing appropriately, providing substantive postings, and using correct grammar/punctuation. Of the 2 who did not, both completed discussions intermittently. Developing an action plan is difficult, as over 15 years of teaching this course, I have added an APA "example" page, a "common writing mistakes college students make" page, and clearly outlined in the syllabus what counts as a "substantive" posting, to ensure that the expectation to communicate appropriately in writing at a college level is clear: not only as to the expectation itself, but as to how to carry out the expectation. I have also added to the syllabus a rubric for grading written discussions and a detailed outline of additional discussion expectations. I will continue to review these for currency in the next course and provide individual feedback to the</p>	Retention rate increased	

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				Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts. They were expected to back-up their positions with current research. 42 students completed the course, and 40 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 or stopped participating in the discussions altogether. 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.	students so that they can improve in this area as necessary.	Retention rate increased	
		SLO #3A	Weekly quizzes (Addison)	None due to each chapter being lengthy we didn't always get through it and taking a quiz ensures students read the material			
				Out of the 30 students, 9 (30%) students missed more than 2 quizzes	None due to each chapter being lengthy we didn't always get through it and taking a quiz ensures students read the material.		
	PSYC 11	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality.	Overall the quiz score earned was 76%. Students are passing the quizzes.	Students are engaged in the class Quizzes with less than 76% rating will be rewritten to ensure there are no invalid questions.	Students were asked to more closely study the instructor lectures.	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.	Overall the discussions had a 76% participation rate.	Discussions with average below 76% will be rewritten to entice further engagement.	Students were asked to expand their discussion answers.	
		SLO #3	Students will be able to	Overall the discussions had a 76%	Discussions with average	Students were asked to expand their	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	demonstrate the ability to articulate positions orally and in writing.	participation rate.	below 76% will be rewritten to entice further engagement.	discussion answers.	
	PSYC 12	SLO #1	Apply and communicate complex research findings, and develop career opportunities through readings of peer reviewed research publications.	Students demonstrated their understanding of research findings, their ability to read journal articles and effectively critiqued the methodology of peer-reviewed research publications by reading about various types of research methodology, understand the strengths and limitations of each method and the situations which each method applies to. Students use this information to practically apply the concepts by locating journal articles and critique specific article to show learning, and posted their critiques.	Data indicates that students have understood and can practically apply the concepts of the course. Of the 37 students who were enrolled at the end of the term, 28 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 10 who did not, 4 failed to complete the discussions after the first week or two (and stopped attending), and five were sporadic in completing the discussions throughout the term. Of the students who completed the discussions, their reports indicated an increased understanding and final synthesis of the individual concepts taught during the term and an ability to utilize them practically.	Final exam questions revisited to ensure the exam was not too difficult	
		SLO #2	Critically analyze research methods and their appropriateness to the research question.	Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through a comprehensive final exam. As the exam is open book and open notes, the exam measures not only students retention of concepts, but their ability to locate information in the future and their ability to translate concepts into practical knowledge by applying concepts to "real life" situations posed in the file (e.g. vignettes). Grading reflects the	Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 87% of those who began the course completed it, and 81% completed successfully. This course was heavily	Final exam revised to ensure questions were not too difficult.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Critically analyze research methods and their appropriateness to the research question.	cumulative knowledge gained and application of concepts learned in the course. 32 students completed the final exam. 25 scored 60% or higher on the exam. Seven scored below 60% (considered a failing grade). It should be understood that this is an advanced course with prerequisites and will be more rigorous than an entry-level course.	focused on practical application of the concepts, which was accomplished through the discussions. Thus, those who completed discussions weekly and understood the concepts both theoretically and practically were able to successfully complete the final exam. 29 students passed the final exam with 60% or above. The final exam indicates that the students understood the data from the class at an average level, some with greater understanding and some with less understanding.	Final exam revised to ensure questions were not too difficult.	
	PSYC 14	SLO #1	Demonstrate an understanding of the concepts of use, abuse, and addiction.	All the students that were still active in class took the final, except for three. I tried contacting them, I still have not heard anything. The rest of the students completed the final, 98% of them passed the class. Exhibiting an understanding of the concepts of the use, abuse and addiction of drugs & alcohol.	Continue with the lessons as planned, be a bit more diligent regarding students not completing tests, lessons and communicating with me.	No other changes have been made.	
		SLO #2	Demonstrate an understanding of the disease concept of addiction.	The data collected is on the Discussion Board and Journals themselves.	I plan to keep it as is and continue to use these strategies for future assessment.	There has not been any changes made to this aspect of the course.	
	PSYC 15	SLO #1	Identify and critique key terminology and concepts found in the study of guidance and counseling including ethical considerations.	The average score was 83.50% per assignment indicating an average level of understanding.	Increase efforts in encouraging students to seek remedial help with English skills as needed. Give clear directives at the start of the class regarding the expectation of literacy for the class.	This represents a decrease of >2% from the previous class. This teacher now deducts points for poor grammar/spelling and provides detailed corrections of the same to students affected in order to assist with learning.	
				The average score was 85.23% per assignment indicating a good level of understanding.	Continue to follow up with the EAP office on students for whom the early alert form was used and yet	Although this reflects an increase from the last class, concerns are growing over the poor standard of literacy in the students.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				The average score was 85.23% per assignment indicating a good level of understanding.	who continue in the class, and discuss concerns re poor literacy levels with faculty head.	Although this reflects an increase from the last class, concerns are growing over the poor standard of literacy in the students.	
		SLO #2	Evaluate the guidance and counseling processes that occur in helping relationships.	The average score was 74.37% which indicates fair participation and level of understanding.	Issues regarding literacy and comprehension will be addressed with the faculty head in order to ensure balanced grading in comparison with BCCs norm	This was a drop from previous classes and again concerns arise about levels of comprehension.	
				The average score was 79.1% which indicates fair participation and level of understanding.	Continue to encourage greater quality discussion.	This was an increase of 4.73% over the previous class.	
		SLO #3 (3)	Have a basic understanding of the skills needed to be an effective counselor/helper.	The average score for the quizzes was 82.51%, a 2% decrease from the last class. The average score for the mid-term was 76.8%, compared to 76.77% for last term. Both scores indicate a good level of understanding of the material. The average score for the final exam was 68.17% a 6.42% decrease from the last class.	Quizzes and exams will continue in the same manner.	No changes were made. This teacher continues to believe in closed book/note final which requires students to actually learn the class information.	
				The average score for the quizzes was 84.57%, a 3.74% increase over the last term. The average score for the mid-term was 76.77%, compared to 76.9% for last term. Both scores indicate a good level of understanding of the material. The average score for the final exam was 74.59% a 1.09% increase from the last class.	As indicated above this teacher has growing concerns over the standard of literacy and comprehension of the average student who participates in this class. Guidance will be sought from faculty head/advisor as to whether adjustments should be made to the assessment process.	Overall the average grade was a 'B' with 40.5% of the class receiving an 'A'. This compares almost exactly to the last class.	
	PSYC 2	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to developmental psychology.	Four multiple choice exams covered 3 or 4 chapters each. All students achieved success, 100% or 16 of 16 Ss. Hooray!	Student success was 100%. Hooray! No immediate changes are planned.	No major changes made. Ss did cover more chapters this semester than in the past. This group was up to the challenge and covered 22 of 26 chapters.	
				Of students who successfully completed the course, all wrote at least seven of the eight weeks. Many also wrote extra	Discussion boards seem to be the best portion of the course for the students.	Do not have previous data. This is the first semester of the course for this instructor.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>questions or comments. Most of the students who did not complete the course wrote discussion questions until they dropped.</p> <p>Over 90% of the scores were above the 80% each week.</p>	<p>Next time, the instructor will encourage more interaction between students and in response to discussions. Some occurred this semester. More will enliven the material and encourage student application of material to their lives.</p>	<p>Do not have previous data. This is the first semester of the course for this instructor.</p>	
				<p>Quiz 38 students completed Quiz 4. 9/38 or 24% students who completed Quiz 4 received an A. 9/38 or 24% received a B. 12/38 or 31% students who completed Quiz 4 received a C. 8/38 or 21% who completed Quiz 1 received a D or F.</p>	<p>Add more visuals to lecture notes and help students focus on key terms and information.</p>	<p>Changed questions to make more clear.</p>	
		SLO #2	<p>Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with developmental psychology.</p>	<p>38 students completed the assignment. 25/38 or 66% of students received an A. 2/38 or 5% or students who completed the assignment received a C. 11/38 or 29% of students who completed the assignment received a F.</p>	<p>Update questions to relate to relate to current events.</p>	<p>Instructor required students to post their initial post by Wednesday, to increase participation earlier in the week.</p>	
				<p>All students who successfully completed the course submitted both papers. Half of the students who dropped the course submitted the first paper.</p>	<p>There were more questions from this class about how to choose a topic and how to do the analysis/response portion of the paper than the intro Psychology students have had. Therefore the instructor will write more early in the semester about choosing a topic, how to evaluate material. Encouraging more discussion between students may also help address critical thinking skills more completely.</p>	<p>Do not have previous data. This is the first semester of the course for this instructor.</p>	
				<p>Students completed 13 study guides. Most students achieved success, 94%. The one student that earned a D missed multiple study guides, she completed one of the thirteen assigned study guides. Her test</p>	<p>Student success was 94%. No immediate changes are planned.</p>	<p>No major changes made. Ss did cover more chapters this semester than in the past. This group was up to the challenge and covered 22 of 26 chapters.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps																
				<p>scores were in the 80% range and she would have comfortably passed if she attempted to complete the study guides. Multiple conversations with her and support from the guidance counselor did not result in any improvement in her work rate.</p>	<p>Student success was 94%. No immediate changes are planned.</p>	<p>No major changes made. Ss did cover more chapters this semester than in the past. This group was up to the challenge and covered 22 of 26 chapters.</p>																	
		SLO #3	<p>Students will be able to demonstrate the ability to articulate positions orally and in writing.</p>	<p>35 students completed the assignment. 35/35 or 100% received an A</p>	<p>Next semester I will post a sample of a paper that shows how to format it.</p>	<p>Provided students with link with examples of how to format their paper.</p>																	
				<p>Students completed 13 study guides, multiple handouts and presented information gathered in a group activity. Most students achieved success, 94%. The one student that earned a D missed multiple study guides, she completed one of the thirteen assigned study guides. She completed less than half of the chapter handouts that were assigned. Her test scores were in the 80% range and she would have comfortably passed if she attempted to complete the study guides and handouts. Multiple conversations with her and support from the guidance counselor did not result in any improvement in her work rate.</p>	<p>Student success was 94%. No immediate changes are planned.</p>	<p>No major changes made. Ss did cover more chapters this semester than in the past. This group was up to the challenge and covered 22 of 26 chapters.</p>																	
				<p>The quality of student writing improved during the semester. This improvement was seen in fewer grammatical mistakes, increased clarity of expression, better application of material to their lives. After the first term paper, on which the instructor made grammatical, syntax and composition corrections, the discussion boards improved significantly. The second papers were also much better in writing. Simultaneously, BCC offered the extra courses in writing. Attendance was encouraged by the instructor and those too were helpful.</p>	<p>Hopefully BCC will offer the same type of writing help next semester, as it did this. The instructor will continue to correct submitted papers.</p>	<p>Do not have previous data. This is the first semester of the course for this instructor.</p>																	
	PSYC 5	SLO #1	<p>Students will be able to explain key concepts, principles, theories and generalizations of psychology</p>	<table border="1"> <tr> <td>100.00%</td> <td>90.00%</td> <td>A</td> <td>57%</td> </tr> <tr> <td>89.99%</td> <td>80.00%</td> <td>B</td> <td>13%</td> </tr> <tr> <td>79.99%</td> <td>70.00%</td> <td>C</td> <td>11%</td> </tr> <tr> <td>69.99%</td> <td>60.00%</td> <td>D</td> <td>6%</td> </tr> </table>	100.00%	90.00%	A	57%	89.99%	80.00%	B	13%	79.99%	70.00%	C	11%	69.99%	60.00%	D	6%	<p>Final grades show that student seem to be responding well to the new Moodle platform making it</p>	<p>87% of the class passed the class. 13% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to</p>	
100.00%	90.00%	A	57%																				
89.99%	80.00%	B	13%																				
79.99%	70.00%	C	11%																				
69.99%	60.00%	D	6%																				

Reporting Period	ID	SLO	SLO Statement	Assessment Result				SLO Action Plan	Follow-Up	Conclusions & Next Steps
	PSYC 5	SLO #1	as related to career and life planning.	59.99%	0.00%	F	13%	easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				Highest 100.00%	Lowest 90.00%	Letter A	11	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. 34% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				89.99%	80.00%	B	7			
				79.99%	70.00%	C	5			
				69.99%	60.00%	D	4			
				59.99%	0.00%	F	14			
					Passers		67%			
		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	28 of the 30 students understood the assignments while 5 students attempted the assignments but choose not to continue to attend. All the data collected was used to assess the student retention of the information, career planning goals, and to support the students with an				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	There was a decrease of the percentage of student success from when the course was previously taught in the Spring the second time to require this assignment to the students. I felt it was successful for the student as well as beneficial feedback as an instructor.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result				SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Robles)	will enable the students to plan an academic plan to achieve their goal via online, manual, oral assessment	academic path to a lifelong learning path. To enrich my teaching abilities to enrich the classroom environment, challenge the student to set realistic goals, and provide the students with attainable short term and long term goals for their academic future investment.				discuss key points to enable the students to focus on a career path, academic goals, and to assist the students with self-awareness in choosing a career. Allowing the students the opportunity to take assessment test on the internet, manually or orally in the classroom this has really empowered their personal perspective about their individual talents and skills to pursue in a possible career path as well as an academic choice. This is extremely important in choosing an educational path and career goal.	There was a decrease of the percentage of student success from when the course was previously taught in the Spring the second time to require this assignment to the students. I felt it was successful for the student as well as beneficial feedback as an instructor.	
		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%	90.00%	A	57%	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.	87% of the class passed the class. 13% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				89.99%	80.00%	B	13%			
				79.99%	70.00%	C	11%			
				69.99%	60.00%	D	6%			
				59.99%	0.00%	F	13%			
			47 Passers							
				Highest	Lowest	Letter		Final grades show that student seem to be responding well to the new Moodle platform making it	67% of the class passed the class. 34% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to	
				100.00%	90.00%	A	11			
				89.99%	80.00%	B	7			
				79.99%	70.00%	C	5			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				69.99% 60.00% D 4 59.99% 0.00% F 14 Passers 67%	easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
		SLO #2 (Robles)	To be able to identify individual skills, talents and natural abilities to pursue as a possible career path and educational goal to transfer to a CSU or UC school. To enhance the possible career path by working independently using career assessment, online assessment, quizzes, and tests.	28 out of the 30 students completed college level work and produced college level work by presenting their possible career knowledge through a Power Point presentation, Poster presentation or a research paper all the information cited and researched. I was very enthusiastic to see the growth, career choices and academic planning in my students. I found that most of the students except 2 students that did not complete the class at college level standards as they did not complete the class and earned an F.	I have improved provided student with emails when the students are absent so they can get the information from the class, notes or homework. Posted the lecture notes/powerpoint on the BCC email site for students to view when absent. The students had a choice as a final project to present to the class a Power Point no longer than 15 minutes, with a minimum of 15 slides or Poster with a one page paper or 5 pages term paper of a career of their choice. The career had to fall into the guidelines of the Online Journey/Personality assessment taken at the Transfer Center, Paper career assessment taken in class and online career research done at home. This information helped	I implemented extra credit assignments, oral presentations with various topics to enrich learning styles for all students. The students can present information in a group setting to demonstrate the student has obtained the information.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result				SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2 (Robles)	To be able to identify individual skills, talents and natural abilities to pursue as a possible career path and educational goal to transfer to a CSU or UC school. To enhance the possible career path by working independently using career assessment, online assessment, quizzes, and tests.	28 out of the 30 students completed college level work and produced college level work by presenting their possible career knowledge through a Power Point presentation, Poster presentation or a research paper all the information cited and researched. I was very enthusiastic to see the growth, career choices and academic planning in my students. I found that most of the students except 2 students that did not complete the class at college level standards as they did not complete the class and earned an F.				me solidify that my students choose a possible career to pursue and then began to plan an academic educational plan with their BCC counselor. The student are empowered by their personal strengths, skills, and talents discovered by completing a Meyer Briggs assessment as well as other assessments to enrich the lifelong learning process.	I implemented extra credit assignments, oral presentations with various topics to enrich learning styles for all students. The students can present information in a group setting to demonstrate the student has obtained the information.	
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	100.00%	90.00%	A	57%	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.	87% of the class passed the class. 13% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
				89.99%	80.00%	B	13%			
				79.99%	70.00%	C	11%			
				69.99%	60.00%	D	6%			
				59.99%	0.00%	F	13%			
			47 Passers							
				Highest	Lowest	Letter		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	67% of the class passed the class. 34% 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	
				100.00%	90.00%	A	11			
				89.99%	80.00%	B	7			
				79.99%	70.00%	C	5			
				69.99%	60.00%	D	4			
				59.99%	0.00%	F	14			
			Passers				67%			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Highest 100.00% Lowest 90.00% Letter A 11 B 7 C 5 D 4 F 14 Passers 67%	achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.	possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however double the pass rate of previous classes and shows incredible success in the systems being place, including the new Moodle system and administrative processes.	
		SLO #3 (Robles)	To be able to define individual skills, talents, and abilities to pursue a career path. To understand personal career goals, and plan an academic path to transfer successfully to CSU or UC school. To be able to evaluate alternative choices in their educational path, and define realize goals through personality assessments, personal career interviews with professional in their chosen career choice. The formal assessment will enrich student with the college essentials to be a successful college student, and the portfolio will provide the student with organizational tools needed to transfer or preparation for a career choice or interview.	Spring 2016 the students completed the class with a 20% of the class completed the class with a "A", 35% of the class completed the class with a "B", 30% completed the class with a "C", 15% of completed the class with a "D" while 10% finished the class with an "F" due to non-attendance. The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities.	I have implemented more guest speakers from other colleges, Brochures from other numerous colleges, Park University, 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.	
	PSYC 6	SLO #1	Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to adult development and aging.	Midterm overall score 78% Final overall score 39%	Return to unlimited notes on final.	Lowered number of notes allowed when taking proctored exam.	
		SLO #2	Students will be able to analyze and critically evaluate different ideas, arguments	Overall discussion 69% Students did not meet the target of 70% on discussions	More closely align textbook with discussions.	Changed textbook	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	and point of views associated with adult development and aging.	Overall discussion 69% Students did not meet the target of 70% on discussions	More closely align textbook with discussions.	Changed textbook	
		SLO #3	Students will be able to demonstrate the ability to articulate positions orally and in writing.	Overall discussion 69%. Students did not meet the target of 70% on discussions	More closely align textbook with discussions.	Changed textbook	
	READ 100	SLO #1	Employ reading strategies, including skimming, scanning, previewing, and predicting, to increase comprehension and reading speed.	58% (4 of 7 students) completed SLO's at the 70% level.	Continue monitoring activities to improve retention and completion rate.	No changes made.	
		SLO #2	Comprehend and analyze assigned texts in regards to background knowledge, main ideas, significant details, and facts versus opinions.	58% (4 of 7 students) completed SLO at the 70% level.	Employee more group discussion to improve retention and interest.	No changes made.	
		SLO #3	Develop effective vocabulary building strategies, including identifying word parts and forms and use of reference tools and contextual cues, to promote reading comprehension and fluency.	58% (4 of 7 students) completed SLO at the 70% level.	Continue monitoring activities and employee more group discussion to improve retention and interest.	No changes made.	
	READ 101	SLO #1	Employ effective reading strategies, including skimming, scanning, previewing, predicting, basic note-taking, and organizing textual information, to increase comprehension and reading speed.	100% (2 of 2 students) completed SLO at the 70% level.	Employ group discussion to improve retention and interest.	No changes made.	
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, possible inferences, and facts versus opinions.	100% (2 of 2 students) completed SLO at the 70% level.	Employ group discussion to improve retention and interest.	No changes made.	
		SLO #3	Refine effective vocabulary building strategies, including identifying word parts and forms and use of reference	100% (2 of 2 students) completed SLO at the 70% level.	Employ group discussion in improve retention and interest.	No changes made.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	tools and contextual cues, to promote reading comprehension and fluency.	100% (2 of 2 students) completed SLO at the 70% level.	Employ group discussion in improve retention and interest.	No changes made.	
READ 102		SLO #1	Employ critical reading strategies in a range of texts, including skimming, scanning, previewing, and predicting, note-taking, annotation, and organizing textual information, to increase comprehension and reading speed.	100% (5 of 5 students) completed SLO at the 70% level.	Employ group discussion to improve retention and interest.	No changes made.	
		SLO #2	Comprehend, analyze, and evaluate assigned texts in regards to background knowledge, main ideas, significant details, inferences, biases, cultural references, abstract ideas, and facts versus opinions.	100% (5 of 5 students) completed SLO at the 70% level.	Employ group discussion to improve retention and interest.	No changes made.	
		SLO #3	Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote reading comprehension and fluency.	100% (5 of 5 students) completed SLO at the 70% level.	Employ group discussion to improve retention and interest.	No changes made.	
RLGS 1	SLO #1 (1)		Communication (personal expression and information acquisition) OUTCOME: The ability to communicate knowledge of the primary ideas within the literature of the Bible RATIONALE: To demonstrate the ability to communicate at the college-level in vocabulary and in the discussion of ideas and concepts related to the course.	100% of the students completed the course. The final grades for the students in this course were 17, A's,3,B's, 3,C's and 1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams.	My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students.	Students have been encouraged to review the lectures for each lesson prior the exam.	
				100% of the students completed the course. The final grades for the students in this course were 20, A's,2,B's, 2,C's and	My plan is to continue the reminders of the importance of the lectures	Students have been encouraged to review the lectures for each lesson prior the exam.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams.	for each lesson and encourage the new learning being achieved by students.	Students have been encouraged to review the lectures for each lesson prior the exam.	
		SLO #2 (2)	Creative, Critical, and Analytical Thinking OUTCOME: Identify primary similarities germane to the Bible and the world view it presents. RATIONALE: To exhibit the ability to analyze and critically think. ASSESSMENT: Critical and analytical thinking to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	100% of the students completed the course. The final grades for the students in this course were 17, A's, 3,B's,3,C 's, and 1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	
				100% of the students completed the course. The final grades for the students in this course were 20, A's, 2,B's,2,C 's, and 1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	My plan is to continue the reminders of the importance of the discussion board questions for each lesson and encourage the new learning being achieved by students to be discussed on the discussion board.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	
				100% of the students completed the course. The final grades for the students in this course were 20, A's, 2,B's,2,C 's, and 1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of	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	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				multiple-choice exams. The student who received the D did most of the discussion board questions and were working on assignments during the last week of class.	on the discussion board.	Students have been encouraged to review the lectures and the readings and comment on and discussion board what they have learned by answering specific discussion questions regarding the material.	
		SLO #3 (3)	Community/Global Consciousness and Responsibility OUTCOME: Cultivate knowledge, respect, and tolerance of different views about the Biblical perspectives dissimilar from one's own. RATIONALE: To expand and deepen sensitivity to the complex nature of the major Bible worldviews. ASSESSMENT: Increased knowledge, respect, and tolerance to be assessed through summary and analysis of class readings, in-class discussions, a presentation, and essay assignments.	100% of the students completed the course. The final grades for the students in this course were 17, A's,3, B's,3,C's, and 1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were working on assignments during the last week of class.	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class	
				100% of the students completed the course. The final grades for the students in this course were 20, A's,2, B's,2,C's, and 1,D. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were working on assignments during the last week of class.	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being achieved.	Students have been encouraged to view the documentary videos and comment through the written summaries what they have learned and reflect on how it pertains to the rest of the course learning material for the class	
				100% of the students completed the course. The final grades for the students in this course were 20, A's,2, B's,2,C's, and 1,D. Most students achieved the goals of the class. Their grasp of the goals was	My plan is to continue the reminders of the importance of the video summaries and to reflect on the new learning being	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	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were working on assignments during the last week of class.	achieved.	learning material for the class.	
	RLGS 5	SLO #1 (A)	The student shall be able to read and explicate Bible stories, as well as explain and identify standard literary forms, devices and characteristics.	Out of 1,000 possible points, the Research Paper was worth 300, The 10 online discussions were worth ten points each making 100 points possible. The four tests were worth 100 points each, totaling 400 points, and the final exam was worth 200 points and it was closed book, closed notes. 45 students enrolled for the course and 33 finished. There were 5 who got an A. 13 got a B. 4 got a C. 2 got a D. 3 got a F. 3 were not gradable since they withdrew late. 3 were graded W.	There were certainly times when I was a little unclear in explaining things to the students since I had to learn the Online process myself, questions like how proctoring works. There should be less confusion next time.	I have never before taught this course Online so I have nothing really to compare this with.	
		SLO #2 (A)	The student shall be able to analyze Hebrew poetry for meaning, as well as explain form and techniques. The student is to learn to identify the various forms of parallelism in Hebrew poetry and learn of its complexity.	The students generally did well on this test.			
		SLO #3 (A)	The student will be shown where to find the kind of information to do in depth research with tools available in our library, plus the use of online information secondarily. The student is to demonstrate research skills in interpreting a difficult passage of the Bible and explain its meaning both	The students generally did well, but I will need to stress for the future papers that students need to rely much less on materials available on the internet. They will need to consult the library much more for needed information.	See box #9.		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (A)	orally and in written form.	The students generally did well, but I will need to stress for the future papers that students need to rely much less on materials available on the internet. They will need to consult the library much more for needed information.	See box #9.		
	SOCI 1	SLO #1	Compare and contrast the functionalist perspective, the conflict perspective, and the interactionist perspective. Students will demonstrate knowledge of the three major theoretical perspectives as evidenced by applying a theoretical framework to one of the social topics discussed in course, ie: culture, gender, race, deviance, family.	Average grade for exam 1 was 65%. Average grade for exam 4 was 68%. High score for exam 1 was 92% and lowest score was 34% High score for exam 4 was 92% and lowest score was 34%	No changes noted	Previous assessment results: Average grade for exam 1 was 69%. This period was 65% Average grade for exam 4 was 61%. This period was 68% Exam 4 appears to be a more rigorous exam than exam 1. Exam 1 only covers two chapters, whereas Exam 4 covers four.	
				Average grade for exam 1 was 70%. Average grade for exam 4 was 63%. Wanted to compare the first exam covering the theoretical perspectives, and the last quiz to see if there was any improvement. High score for exam 1 was 90% and lowest score was 30% High score for exam 4 was 82% and lowest score was 28%	No changes noted	Previous assessment results: Average grade for exam 1 was 69%. This period was 70% Average grade for exam 4 was 61%. This period was 63% Exam 4 appears to be a more rigorous exam than exam 1. Exam 1 only covers two chapters, whereas Exam 4 covers four.	
				Average grade for quiz 1 was 72%. Average grade for quiz 8 was 84%. Wanted to compare the first quiz examining the theoretical perspectives, and the last quiz to see if there was any improvement. High score for quiz 1 was 100% and lowest score was 34% High score for quiz 8 was 96% and lowest score was 68%	There was a drop in quiz grades, but still within the B range, and target was still met.	Previous assessment results: Average grade for quiz 1 was 88%. This period was 72% Average grade for quiz 8 was 86%. This period was 84%	
				Average grade for quiz 1 was 84%. Average grade for quiz 8 was 84%. Wanted to compare the first quiz examining the theoretical perspectives,	There was a drop in quiz grades, but still within the B range, and target was still met.	Previous assessment results: Average grade for quiz 1 was 88%. Average grade for quiz 8 was 86%.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				and the last quiz to see if there was any improvement. High score for quiz 1 was 100% and lowest score was 32% High score for quiz 8 was 100% and lowest score was 44% There were 32 students who took quiz 1 and 25 students that took quiz 8	There was a drop in quiz grades, but still within the B range, and target was still met.	Previous assessment results: Average grade for quiz 1 was 88%. Average grade for quiz 8 was 86%.	
				Average grade for quiz 1 was 84%. Average grade for quiz 8 was 84%. Wanted to compare the first quiz examining the theoretical perspectives, and the last quiz to see if there was any improvement. High score for quiz 1 was 100% and lowest score was 42% High score for quiz 8 was 100% and lowest score was 44% There were 28 students who took quiz 1 and 27 students that took quiz 8	There was a drop in quiz grades, but still within the B range, and target was still met.	Previous assessment results: Average grade for quiz 1 was 88%. Average grade for quiz 8 was 86%.	
		SLO #1(A)	Given an essay forum, students will be able to demonstrate a comprehension of the three major theoretical perspectives in sociology: Functionalism, Interaction and Conflict as evidenced by correctly applying a theoretical framework to a social institution/social problem.	P. 1- 80%; P. 2- 82%	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 encourage students to communicate with the instructor to discuss their assignment before the due date. Although the retention rate was very very high, some students did not fully participate as some choose to miss / no complete assignments.	Previous assessment [spring 2015] was quite similar, 79%. Retention rate was strong, however not as strong as this term. There was no significant change in the teaching method and the text, lectures, and assignments were not changed for these two assessment periods. The text for this period was changed to the newest edition, however	
		SLO #1A (Macias)	Students will demonstrate knowledge of the three major theoretical perspectives as	(PDF document was copied incorrectly so most of the assessment results were cut off)	Continue to expand classroom activities. Seek additional strategies from	During the course of the semester there will be three surveys based on the student learning outcomes. These	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1A (Macias)	evidenced by applying a theoretical framework to one of the social topics discussed in course, i.e.: culture, gender, race, deviance, family.	(PDF document was copied incorrectly so most of the assessment results were cut off)	conferences and readings. Recommend available tutoring services through Tutorial Services.	surveys are confidential and designed to collect data on overall course methodologies. Change will be constant, based on survey feedback.	
		SLO #2	Students will demonstrate a basic understanding of 10 general sociological concepts, including, but not limited to: sociological imagination, macrosociology, microsociology, dysfunction, culture, ethnocentrism, argot, Sapir-Whorf hypothesis, assimilation, cultural relativism, norms, ascribed and/or achieved status, social roles, socialization, resocialization, mass media, narcotizing dysfunction, dominant ideology, class, social inequality, stratification, race, racism, glass ceiling, contact hypothesis, gender, institutional discrimination, deviance, crime, social control, cohabitation, endogamy, exogamy.	Average score on final exam was 69%. Lowest score was 41% by a student who failed the class. Highest score was 94%	Plan to stress the importance of reading the study guide provided in the syllabus.	Previous Results: Average score on final exam was 76%. This period the average was 69% which is a decline, and falls below the target.	
				Average score on final exam was 86%. Lowest score was 36% by a student who failed the course. Highest score was 100%	No changes noted	Previous Results: Average score on final exam was 85%. This period it was 86%. Not a significant change.	
				Average score on final exam was 90%. Lowest score was 52% by a student who failed the class. Highest score was 100%	Plan to stress the importance of reading the study guide provided in the syllabus.	Previous Results: Average score on final exam was 76%. This period the average was 90% which is an increase.	
				Average score on final exam was 91%. Lowest score was 37% by a student who failed the class. Highest score was 100%	Plan to stress the importance of reading the study guide provided in the syllabus.	Previous Results: Average score on final exam was 76%. This period the average was 91% which is an increase.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
					Plan to stress the importance of reading the study guide provided in the syllabus.		
		SLO #2 (A)	Demonstrate a knowledge of the three major theoretical perspectives	(PDF copy cut off all of the assessment results).	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	During the course of the semester there will be three surveys based on the student learning outcomes. These surveys are confidential and designed to collect data on overall course methodologies. Change will be constant, based on survey feedback.	
				FINAL EXAM 65%	<p>The Final Exam was Open Notes, but Closed Books. Final Exam grade was 65%. Final course grade for all active students was 69%. This included the 9 students who unofficially stopped attending the class and received a grade of _F_. If those students who scored 40% or less are removed, the average grade for the course was 79%.</p> <p>Although students did not score at least a _C_ 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.</p> <p>Students were provided advance notification (in the Syllabus and via Instructor notes on the Discussion Board) that the final exam would be closed book. However, students may not have understood that they would need a</p>	2015- Final exam scores 61.9 and 62.4%. These grades are consistent, albeit slightly lower than the current year.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				FINAL EXAM 65%	different study method and exam preparation for the final. The instructor will continue to explain the importance of grasping the important concepts of the course prior to taking the final exam, and encouraging students to practice good study habits in preparation for the final exam.	2015- Final exam scores 61.9 and 62.4%. These grades are consistent, albeit slightly lower than the current year.	
		SLO #3A (Macias)	Be able to demonstrate an understanding of the nature and function of society in a sociological context	(PDF copy cut off assessment results)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	During the course of the semester there will be three surveys based on the student learning outcomes. These surveys are confidential and designed to collect data on overall course methodologies. Change will be constant, based on survey feedback.	
	SOCI 2	SLO #1	Understand the dynamics of American social problems through a sociological perspective.	Mean grade of those who completed assignment was 79.4	The students demonstrated that they were able to apply their course knowledge to their assignment. Will continue to use same assignment, as designed, but will be a bit more descriptive in how to write a successful essay. Will also expect more specific application of the course materials to the assignment.	This was the first time teaching this course.	
				Average score was 83%. Target met	No changes	Previous period: Average score for midterm was 84%. Very slight change from last review period	
		SLO #1 (Macias S16)	To develop an understanding of the complexity of behavior and social interaction among and within groups	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate (see attached)	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through	Review and revision of needed changes are a constant factor due to the changing nature of the US and the global political environment. These changes are reflected by the dynamic of the classroom discussions, and written	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #1 (Macias S16)	To develop an understanding of the complexity of behavior and social interaction among and within groups	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate (see attached)	Tutorial Services.	assignments.	
		SLO #2	Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture.	Average score for quiz 1 was 80% Quiz 1 covers the chapter titled: Understanding Social Problems and looks at the overall issue of social class, social stratification, social interaction and group dynamics	No changes noted	This assignment was not assessed last review period	
				Final exam mean was 68.19. The final exam was Open Notes, but Closed Book, so this grade was strong. Mean grade for discussion board was 95.65.	Students appeared to engage in the discussion board with interest. Students were successful on the final exam. No changes to final exam or discussion board at this time.	This was the first time teaching this course.	
		SLO #2 (Macias S16)	To develop an understanding of how structural functionalism conflict theory and symbolic interaction influence the study of social problems.	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate (see attached).	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	At the end of every fourth chapter each student will be asked to fill out a survey in order to assess overall student analysis of critical thinking, presentation of materials and relevance of these toward exams. The idea is to generate data which will assist in the review of political science lectures. Adjustments are constant based on class feedback.	
		SLO #3	Relate theoretical concepts and link them with the realities of American social problems which focus on the uniqueness of the political and economic system.	Mean grade of those who completed assignment was 79.4 Final exam mean was 68.19. The final exam was Open Notes, but Closed Book, so this grade was strong. Mean grade for discussion board was 95.65. Mean grade for weekly quizzes is 93.38	---	This was the first time teaching this course.	
				Video assignment requires students to apply the theoretical concepts to one of the video choices dealing with different social problems. Average score was 83%	No changes noted	This assignment was not assessed last review period	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3 (Macias S16)	To understand the model(s) of social structural factors and social psychological cognitive factors	Achievement of the student learning outcomes as in students' responses to essay questions that are based on the approved SLOs. These are documented by the pass/fail rate (see attached).	Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.	At the end of every fourth chapter each student will be asked to fill out a survey in order to access overall student analysis of critical thinking, presentation of materials and relevance of these toward exams. The idea is to generate data which will assist in the review of political science lectures. Adjustments are constant based on class feedback.	
	SOCI 3	SLO #1	Student will be able to identify various options for birth control, pregnancy, and childbirth	Average score was 94% for this essay. This assignment requires the student to evaluate at least two childbirth programs that are available. They are required to assess the cost, time involved, etc and to determine which would hypothetically work the best for them.	No changes noted, will continue to assess this SLO	Previous Results: Average score for this assignment was 92%. An increase to 94% was noted for this period.	
				Average score was 96% for this essay. This assignment requires the student to evaluate at least two childbirth programs that are available. They are required to assess the cost, time involved, etc and to determine which would hypothetically work the best for them.	No changes noted	Previous Results: Average score was 93% for this essay. This period an increase to 96%	
		SLO #3	Students will demonstrate knowledge of financial management within the family structure.	Average grade was 90% for this assignment. This assignment requires students accessing various financial management tools, examining their current and future financial situation, and providing a conclusion about what was learned and what changes need to be made.	No changes noted	Previous assessment period: Average grade was 90% for this assignment. Same this period.	
				Average grade was 92% for this assignment. This assignment requires students accessing various financial management tools, examining their current and future financial situation, and providing a conclusion about what was learned and what changes need to be made.	No changes noted, will continue to assess this assignment.	Previous assessment period: Average grade was 93% for this assignment. 92% this period	
		SLO #4	Students will describe the	This essay asks students to examine the	None noted. Continue to	Previous assessment: Average for this	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #4	various consequences of divorce to our society.	effects of divorce by interviewing someone who has gone thru divorce. Average for this essay was 98%.	monitor this objective with essay assignment.	essay was 96%. This assessment period saw a slight increase to 98% average.	
				This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce. Average for this essay was 98%.	None noted. Continue to monitor this objective with essay assignment.	Previous assessment: Average score for this assignment was 96% on previous review. This assessment period saw a slight increase to 98% average.	
	SPAN 1B	SLO #1	Demonstrate reading skills in form of an authentic text (i.e. news article).	14 students were assessed. 11/14 or 79% of the students completed this assignment with a grade of C or better. 3/14 or 21% failed to complete the assignment in a satisfactory manner.	Most of the students were successful in this assessment. The ones who were not, was basically to poor attendance or lack of using the online material available to the students. The Online lab is essential to the learning and practice. I believe students would benefit more if we had a language lab. Where certain hours will be required in order to pass the class. In my end, there are many different things to do such as creating new regulations for the online lab and different assessments.	This is the first assessment made to Spanish 1B by the current Spanish instructor.	
		SLO #3	Demonstrate speaking skills in an improvised role-play. Also, respond to authentic questions with improvised answers.	85% of the students completed the assignment successfully. Speaking activities have higher rates compared to reading and writing. Students enjoy discussion questions especially when are personal related. 15% of students did not get a passing score for this activity either because they were not present or not willing to participate in the activity.	Expand assessment types, related to speaking activities. Such as events about Hispanic culture where students can explain and answer questions related to the activities presented. One situation in this class is that some students are familiar with the Spanish language, other students do not have this option. Creating groups where students who speak Spanish help	This is the first assessment made to Spanish 1B by the current Spanish instructor.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Demonstrate speaking skills in an improvised role-play. Also, respond to authentic questions with improvised answers.	85% of the students completed the assignment successfully. Speaking activities have higher rates compared to reading and writing. Students enjoy discussion questions especially when are personal related. 15% of students did not get a passing score for this activity either because they were not present or not willing to participate in the activity.	beginner students in a group presentation of a topic of their choice.	This is the first assessment made to Spanish 1B by the current Spanish instructor.	
		SLO #4	Demonstrate listening skills in an improvised role-play and authentic dialogue tracks.	14 students were assessed. 11/14 or 79% of the students completed this assignment with a grade of C or better. 3/14 or 21% failed to complete the assignment in a satisfactory manner.	Enhance instructional program to assure students are gaining the necessary skills to improve their Spanish listening abilities. A language lab, where the teacher reviews and evaluates listening and speaking skills would be of great benefit for our students. I can assign more listening activities through the online lab program and assess where students need extra practice.	This is the first assessment made to Spanish 1B by the current Spanish instructor.	
	SPCH 1	SLO #1	Apply knowledge and understanding of the basic principles of public speaking.	100% (60/60) students completed a total of 7 oral presentations according to the extemporaneous and impromptu modes of delivery in expository and persuasive speaking principles.	Continue with additional speeches.	Two additional speeches were added which provided more opportunities to demonstrate the principles knowledge and understanding of the IBC and Monroe's Motivational Sequence applied to public speaking.	
				94% (17/19 students) prepared and delivered speeches according to the IBC and Monroe Motivational sequence methods of preparation in expository and impromptu delivery (expository and persuasive types of speeches)	Students prepared and e-mailed speech outlines and manuscripts when duty prevented in-class presentation. Make up presentations afforded students delayed opportunities to practice and demonstrate their acquired knowledge of public speaking principles. Also, were presented copies (hand-outs) of live information covered during class time.	Allowing student to submit written speeches in lieu of live presentation. This change was due military duties preventing attendance during the final presentation. Also, time for make-up speeches was permitted due to military training schedules.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? How would you rank your ability after the class?</p> <p>Average Improvement: 3.32</p> <p>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student’s speeches.</p>	<p>After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.</p> <p>This semester, “off the wall” impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used “off-the-wall” (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? How would you rank your ability after the class?</p> <p>Average Improvement: 4.55</p> <p>Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student’s speeches.</p>	<p>After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.</p> <p>This semester, “off the wall” impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used “off-the-wall” (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of</p>	<p>Goal: Teach the importance of the “critique sheet” (how students are</p>	<p>After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing</p>	

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				<p>public speaking”... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.63 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student’s speeches.</p>	<p>well in the class. This semester, “off the wall” impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used “off-the-wall” (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.85 (Note: The same number for SLO #2 is accurate.) Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student’s speeches.</p>	<p>After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. This semester, “off the wall” impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used “off-the-wall” (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</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?</p>	<p>Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of</p>	<p>After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				<p>How would you rank your ability after the class? Average Improvement: 4.92 Analysis: This improvement means that on average students made significant progress in their knowledge and understanding of public speaking. This should translate into better understanding during lectures in other classes (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
		SLO #2	Demonstrate improvement in the expression of thought and develop the organizational skills of a speaker.	<p>100% 19/19 students completed 9 oral presentations and written (speech deliveries) showing organizational skills with IBC and Monroe's sequence of speech preparation. One student was unable to present the final speech and final written speech draft due to military service obligations. The service member completed all requirements through written presentations via e-mail to the instructor.</p>	<p>Continue with flexibility in case of military duty requirements preventing in-class attendance.</p>	<p>Permitting make-up speeches and oral presentations when military duty prevented class attendance</p>	
				<p>96% 57/60 (students) showed expression of thought and use of organizational skills by presenting speeches and analyzing prepared speeches for the IBC and motivational sequence of organization</p>	<p>Continue using group practice in organizational skills practice</p>	<p>Group analysis and practice of a given persuasive speech topic elicited better understanding of Monroe's Motivational Sequence as applied to the students' own persuasive speech preparation.</p>	
				<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class.</p> <p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class.</p> <p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the</p>	

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				speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.	comprehensive critiques of other student's speeches.	discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.	
				<p>The Question: With regards to "showing the expression of thought and the use of the organizational skills of a speaker"... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.65 Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class.</p> <p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regards to "showing the expression of thought and the use of the organizational skills of a speaker"... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.75 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</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class.</p> <p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and</p>	

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				(personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.	Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student’s speeches.	ultimately deliver great speeches.	
				The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.85 (Note: This is the same number as above; this is accurate) Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.	Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student’s speeches.	After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. This semester, “off the wall” impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used “off-the-wall” (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.	
				The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? How would you rank your ability after the	Goal: Teach the importance of the “critique sheet” (how students are graded) differently. My goal is to see all areas of the class positively	After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. This semester, “off the wall” impromptu	

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				<p>class?</p> <p>Average Improvement: 5.00</p> <p>Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
		SLO #3	Actively listen to and analyze speeches.	72% (14/19 students) actively listened and responded to student presentations	Continue flexibility due to military obligations, and continue using written audience listening evaluation forms.	Allowed in-class time for make-up presentations. However, low attendance issues due military training requirements prevented students from participating in listening to in-class presentations consistently. However, the addition of written speech evaluation forms encouraged students to respond thoughtfully and actively to speech (peer) presentations.	
				<p>91% (54/60) For each student presentation, audience members were required to alternately evaluate the presentation using a prepared written evaluation form or a scaled response form. Data showed that this increased audience members actively listening to student speeches.</p> <p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? How would you rank your ability after the class?</p> <p>Average Improvement: 2.24</p> <p>Analysis: This improvement means that on average students made significant progress in their active listening skills</p>	<p>Extra credit points encouraged more students to actively listen and evaluate student speeches. Continue offering extra credit above a required minimum number of student speech evaluations.</p> <p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results:</p>	<p>Extra credit points were awarded for written evaluations</p> <p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class.</p> <p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used</p>	

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				<p>when it comes to speeches. (Note: This is lower than some other classes due to several students perceiving their listening skills were already well advanced prior to being in the class. Many students in the class worked, so work experience often forces students to become better listeners.) This should still translate into even better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>"off-the-wall" (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 2.30 Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. (Note: This is lower than some other classes due to several students perceiving their listening skills were already well advanced prior to being in the class. Many students in the class worked, so work experience often forces students to become better listeners.) This should still translate into even better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class.</p> <p>This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing</p>	

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				<p>class? How would you rank your ability after the class? Average Improvement: 3.64 Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>well in the class. This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.23 Analysis: This improvement means that on average students made significant progress in their active listening skills when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results: Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class. This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used "off-the-wall" (wildly creative) speech topics. It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.</p>	
				<p>The Question: With regard to "actively listening to student speeches"... How would you rank your ability before the class? How would you rank your ability after the class? Average Improvement: 4.46 Analysis: This improvement means that on average students made significant progress in their active listening skills</p>	<p>Goal: Teach the importance of the "critique sheet" (how students are graded) differently. My goal is to see all areas of the class positively impacted: general knowledge of speech, organization skills, and listening. Hope-for-results:</p>	<p>After some reformatting and a few handout revisions, the "Big Packet" continued to be vital to students doing well in the class. This semester, "off the wall" impromptu topics were introduced for the first time. Although not all students used these topics, students did listen some of these topics. Many student actually used</p>	

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				when it comes to speeches. This should translate into better listening to lectures (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.	Students will become more able to give better speeches and give more comprehensive critiques of other student's speeches.	"off-the-wall" (wildly creative) speech topics . It was fun, and students proved they had mastered all aspects of the discipline of speech. For example, students proved their ability to be able to plan, organize, have appropriate content for their audiences, and ultimately deliver great speeches.	
	SPCH 3	SLO #1	Apply fundamentals of effective interpersonal communication strategies for conflict resolutions.	<p>Applied this SLO for the 1st time this semester. I applied this SLO to both Speech 3 classes (Total of 63 students – 40353 – 35 students and 40696 – 28 students) that ran simultaneously during the Spring 2016 semester. I asked all students to track at least one personal experience in each of the four areas in order to apply the fundamentals of effective interpersonal communication strategies for conflict resolutions. The students shared their responses on</p> <p>a. Three Points of Contact, Cheek: Hunt the Good Stuff (Before a conflict) This requires the students to start each day with 3 positive thoughts/gratitude. This activity is placed in their daily journal. The positive thoughts will help put a buffer on any potential conflicts.</p> <p>b. 7 Habits by Stephen Covey: Seek 1st to Understand (During a conflict) Covey simply recommends that you put your self in the other person's shoes and understand their situation. Maybe a bad day, death in the family, bills, sickness etc...</p> <p>c. 7 Habits by Stephen Covey, Put the End State First (During a conflict) Covey recommends that you put the end-state of the conflict in mind. Is it really worth it?</p>	Nothing on Word Doc	Extremely encouraging for the 1st time with this SLO – I really enjoyed mixing in the creativity with this SLO. The upcoming summer session will be my first time with a follow-up assessment. I will let the students select two of the four ways to effect a conflict resolution. We will discuss the selections on the mandatory instructor call. Instructor call will increase to 10-12 minutes per student. The assessments must be made before the instructor call in week 3. The other two are available for extra credit. I will include this activity in the syllabus and incorporate class interaction on the selected two resolutions in Fall 2016.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	SPCH 3	SLO #1	Apply fundamentals of effective interpersonal communication strategies for conflict resolutions.	<p>d. Three Points of Contact, Cheek: Empty Your Cup (After a conflict) Very simple and surprised that only 46 completed this. I will push this one in the summer session. After any conflict – rest, meditate, yoga and think about how you could have handled this situation differently. Ensure you notate any ideas so you don't forget.</p> <p>//////////////////////////////////// Data Collected ////////////////////////////////////</p> <p>1. Three Points of Contact, Cheek: Hunt the Good Stuff (Before a conflict) 49 of 63 students responded</p> <p>2. 7 Habits by Stephen Covey again: Seek 1st to Understand (During a conflict) 52 of 63 students responded</p> <p>3. 7 Habits by Stephen Covey, Begin with the end in mind (During a conflict) 53 of 63 students responded</p> <p>4. Three Points: Empty Your Cup (After a conflict) 46 of 63 students responded</p>	Nothing on Word Doc	Extremely encouraging for the 1st time with this SLO – I really enjoyed mixing in the creativity with this SLO. The upcoming summer session will be my first time with a follow-up assessment. I will let the students select two of the four ways to effect a conflict resolution. We will discuss the selections on the mandatory instructor call. Instructor call will increase to 10-12 minutes per student. The assessments must be made before the instructor call in week 3. The other two are available for extra credit. I will include this activity in the syllabus and incorporate class interaction on the selected two resolutions in Fall 2016.	
		SLO#1(1)	Discover the creative process that links ideas in both composition and performance in many forms of communication.	My drop rate decreased to only 4%. I'm reaching out at the end of the 1st week to all students that have not completed the syllabus and 1st .The involvement in the class interaction/discussion/observation increased by 10% from the previous class model. I normally have 400-450 interpersonal communication posts at the end of the 6th week. The Instructor call increased motivation in this interaction and this class had 700 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	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.	Moving more chapters before the Instructor call increased the retention rate. The students really enjoy the Three Points of Contact. Class participation by 10% and decreased the drop rate to 4%.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO#1(1)	Discover the creative process that links ideas in both composition and performance in many forms of communication.	(5%) The Instructor call remains the KEY to my class. This allows me to check the azimuth of the students as the complete about 40% of the class. In the 10 minute call we discuss the written evals (composition) and the performance with the other students.	I would like to submit a BEST PRACTICE for online instruction by using the Instructor Phone call at least once a semester with office hours.	Moving more chapters before the Instructor call increased the retention rate. The students really enjoy the Three Points of Contact. Class participation by 10% and decreased the drop rate to 4%.	
	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 in a musical production. The rubric was on Performance Technique. A sample of students was used for this SLO. Those not assessed included auditors, children, crew, and orchestra. ? 43% received an 4 out of 4 (3 out of 7 students) ? 43% received a 3 out of 4 (3 out of 7 students) 86% of students (6 out of 7 students) received a 3 or higher. The remaining 14% (1 student) received a 2 out of 4.	? The students assessed were a mixture of highly trained actors, those with some experience, and first timers. ? One student, "K", went from a 3 in the spring of 2015 to a 2 this semester. During this production she wasn't as focused and it reflected in her performance. ? No changes are recommended at this time.	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. ? 78% gave their full 3 hours (7 out of 9 students) o This number in the spring of 2015 was 75% ? 11% gave 2 hours (1 out of 9 students) ? 11% gave 0 hours (1 out of 9 students)	No changes are recommended. This is a successful assignment and measurement as students learn not only their major role in the production, be it acting or crew, but they take part in helping with props, costumes, painting, and so many other facets of the production.	No changes were 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. A sample of students was used for this SLO. Those not assessed included auditors, children, crew, and orchestra.	No changes are recommended. Singing and dancing doesn't come naturally to everyone but even the less skilled gave their all. Nobody received a 1.	No changes were recommended.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Demonstrate proficiency at proper singing and dancing within the style of the musical theatre production.	<p>Singing</p> <p>? 43% received a 4 out of 4 (3 out of 7 students)</p> <p>? 29% received a 3 out of 4 (2 out of 7 students)</p> <p>? 29% received a 2 out of 4 (2 out of 7 students)</p> <p>Dancing</p> <p>? 57% received a 4 out of 4 (4 out of 7 students)</p> <p>? 14% received a 3 out of 4 (1 out of 7 students)</p> <p>? 29% received a 2 out of 4 (2 out of 7 students)</p>	One student, "K", went from a 4 in singing and a 3 in dancing in the spring of 2015 to a 2 for both this semester. During this production she wasn't as focused and it reflected in her performance.	No changes were recommended.	
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.	<p>Actors were assessed through a rubric (with archival video) based on their performance in a musical production. The rubric was on Performance Technique. A sample of students was used for this SLO. Those not assessed included auditors, children, crew, and orchestra. Because of this, only 1 student was assessed.</p> <p>? 100% (1 student) received a 3 out of 4</p> <p>? This student couldn't be compared because the last time she took TART 13, it was as a crew member.</p>	<p>? This student is new to theatre as a performer but her time in other performance classes have served her well.</p> <p>? No changes are recommended at this time.</p>	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.	<p>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.</p> <p>? 100% (2 students) completed their full 3 hours</p>	No changes are recommended. This is a successful assignment and measurement as students learn not only their major role in the production, be it acting or crew, but they take part in helping with props, costumes, painting, and so many other facets of the production.	No changes were recommended.	
		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. A sample of students was used for this	No changes are recommended. Singing and dancing doesn't come naturally to everyone but even the less skilled gave	No changes were recommended.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Demonstrate improved proficiency at proper singing and dancing within the style of the musical theatre production.	SLO. Those not assessed included auditors, children, crew, and orchestra. Because of this limitation, only 1 student was assessed. Singing ? 100% received a 3 out of 4 (1 student) Dancing ? 100% received a 2 out of 4 (1 student)	their all. Although this student is not as coordinated in movement, her time in choir and voice class served her well in the singing score.	No changes were recommended.	
	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: ? 14% (3 out of 22 students) received an A ? 23% (5 out of 22 students) received a B or higher ? 55% (12 out of 22 students) received a C or higher ? 45% (10 out of 22 students) received a D or lower	It's difficult to know if the reason for the sad grades are due to "springitis." It's the end of the semester and the last online session. Many students get burnt out. More clarification will be added to the paper.	? The Previous SLOs stated: "...perhaps an example of a more successful paper should be included. There will also be one small modification to the assignment instructions for clarity." ? Last time the class was taught, a rubric was added to the assignment. It didn't result in more As but there were less Ds or Fs. This time, an example was included along with the rubric but now only a little over a half of students passed the assignment.	
		SLO #2	Through objective exam, demonstrate a vocabulary of common theatre terms.	Course final is exclusively on theatre terminology 64% (16 out of 25 students) received an A (75% of those receiving a perfect score) 4% (1 out of 25 students) received a B 4% (1 out of 25 students) received a C 68% (17 out of 25 students) received a B or higher 72% (18 out of 25 students) received a passing grade or higher	While the number of those passing is less in percentage than the two previous semesters, the majority of the class received an A on the final. No changes recommended at this time.	No changes were recommended. ? Previous results: o Fall 14: 33% passing o Spring 15: 83% passing o Fall 15: 86% passing o This semester: 72% passing	
	TART 4	SLO #1	Demonstrate understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece.	Students performed 2 different songs during the semester in two different styles. Their presentations were scored through a rubric. Student Song #1 Song #2 AC 2.5 4 JF 1.5 2 HG 2 3 MI 2.5 4	? The majority of students improved with the second song. I believe this is due to growth in their confidence and technique. ? Regarding the remaining students who regressed, it could be	A different measurement was used the last time the class was taught. However, it was recommended to solicit some advice or ideas from other voice teachers regarding group voice class management. This was done but without much help. It seems other teachers deal with the same issues.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	TART 4	SLO #1	Demonstrate understanding of the various styles of musical theatre music and sing in a more efficient, healthy manner appropriate for the chosen piece.	CK 2.5 2 LL 1.5 1 KM 3.5 4 HN 3.5 4 KN 3.5 2 DP 3 4 LR 2.5 2 SS 1.5 3 NT 3.5 4 ? 9 out of 13 students (69%) had improved scores with the 2nd song. ? 4 out of 13 students (31%) had lower scores with the 2nd song.	because of a lack of performing the style correctly (the 2nd songs were rock and country). However, for at least 2 of the students, it was due to a lack of confidence and outside practice. ? It is recommended that more one-on-one time is attempted if time allows.	A different measurement was used the last time the class was taught. However, it was recommended to solicit some advice or ideas from other voice teachers regarding group voice class management. This was done but without much help. It seems other teachers deal with the same issues.	
		SLO #2	Analyze the effectiveness of vocal technique and interpretation through self-evaluation and the observation other performances.	Students learned and performed two different songs from different genres. They presented them in class and then again for the end-of-semester concert. They watched video footage of each presentation and filled out self-evaluation forms based on what they saw. Student Song #1 Song #2 Comments AC + + ? I learned how to project my voice much clearer. ? My vowel formation sounds stronger and my consonants are much better. JF o o ? Overall, I need to practice the whole song more to feel confident in my ability in singing it. ? I kind of improved on expression, however I want to be more expressive and carefree. HG + - ? My self-confidence. I can't thank you enough for showing me my potential. I used to think I couldn't even sing in the shower but now I want to push myself and really find out how much power I have behind my voice. MI + o ? I'm louder now...I open up more I think. My	? Students were very hard on themselves when they scored themselves. They didn't have access to how they scored themselves on the rehearsal evaluation when they filled out the performance evaluation and they scored themselves based on a lot of emotion. I believe the comments are a more efficient way to evaluate how much the students learned. ? The comments of the students are a more efficient way to measure this outcome. A new final question may be utilized to measure this the next time.	This measurement was actually used for SLO #1 the last time this class was taught. A different measurement was used for this SLO.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Analyze the effectiveness of vocal technique and interpretation through self-evaluation and the observation other performances.	<p>high notes are more pure, I guess. CK - + ? [I need to] more practice, calm my nerves. I was worried about reaching the high notes. ? [I'm better at] singing with more confidence. LL - o ? I can hit high notes. I can sing better. I know how to breathe. Also, I can now raise the soft palate. I can feel when it moves. KM + o ? I have a better understanding of breath support and how to use breath breaks efficiently when performing. ? I have a better understanding of the difference between belting and singing loudly. I believe my voice has matured to form a wider variety of tones and can reach them more naturally without strain on the voice. HN o o ? Since the beginning of the semester I have improved at supporting my voice in order to sing longer. ? I am getting better at making stylistic choices such as using the scoops. KN o o ? I think I am expressing the emotion of the songs better. DP + + ? Stage fright! Being in this class, it has decreased so much. I am not saying I am fully confident in myself just yet, but I am a hell of a lot more comfortable than I was a year ago. LR o + ? My vowels and pronunciation. I sound way better ever since we started. SS - + ? I can hit the notes with my head voice better than I was at the beginning of the semester. I learned to utilize my head voice more. ? I can belt more better using the most correct way to...more better by</p>	<p>? Students were very hard on themselves when they scored themselves. They didn't have access to how they scored themselves on the rehearsal evaluation when they filled out the performance evaluation and they scored themselves based on a lot of emotion. I believe the comments are a more efficient way to evaluate how much the students learned. ? The comments of the students are a more efficient way to measure this outcome. A new final question may be utilized to measure this the next time.</p>	<p>This measurement was actually used for SLO #1 the last time this class was taught. A different measurement was used for this SLO.</p>	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Analyze the effectiveness of vocal technique and interpretation through self-evaluation and the observation other performances.	opening up more. NT + o ? I feel like more successful at finding the meaning in the song. I also feel that I'm learning to pick up music faster. Key: + (improved overall) o (stayed the same overall) - (regressed overall)	? Students were very hard on themselves when they scored themselves. They didn't have access to how they scored themselves on the rehearsal evaluation when they filled out the performance evaluation and they scored themselves based on a lot of emotion. I believe the comments are a more efficient way to evaluate how much the students learned. ? The comments of the students are a more efficient way to measure this outcome. A new final question may be utilized to measure this the next time.	This measurement was actually used for SLO #1 the last time this class was taught. A different measurement was used for this SLO.	
	WARE 51	SLO #1	Analyze and understand major impacting functions and structures of most successful supply chains and determine a strategy to correct bottlenecks and draft procedures applicable to the scope.	Fifteen (15) students remained from initial enrollment. From those 15 remaining, five (5) took final and three (3) were not grade able. My assessment is those students that did not take the final made the determination they had missed too many assignment and taking the final would result in a non-transferable grade. The five students that did take the final, three passed. I do believe pass rate was not achieved because some students just did not participate notwithstanding several opportunities for extra point assignments in addition to pointing out shortcomings of posted work and opportunities for resubmission.	Explore/implement tools of "Sidekick" to create more inspiring and engaging web based presentations/conferencing. This will also allow students to engage and integrate their iPhones/pads more with the class and employ applications of a "flipped classroom".	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received very well.	
		SLO #2	Able to compare and understand a variety of supply chain simulation models and explore the development of a globalized procurement market and the	Fifteen (15) students remained from initial enrollment. From those 15 remaining, five (5) took final and three (3) were not grade able. My assessment is those students that did not take the final made the determination they had missed too many	Explore/implement tools of "Sidekick" to create more inspiring and engaging web based presentations/conferencing. This will also allow	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	role of ecommerce.	assignment and taking the final would result in a non-transferable grade. The five students that did take the final, three passed. I do believe pass rate was not achieved because some students just did not participate notwithstanding several opportunities for extra point assignments in addition to pointing out shortcomings of posted work and opportunities for resubmission.	students to engage and integrate their iPhones/pads more with the class and employ applications of a "flipped classroom".	very well.	
		SLO #3A	Create forecasting and production matrix, critically access aspects of sound inventory management policy and awareness of major operational constraints in supply chain management.	Fifteen (15) students remained from initial enrollment. From those 15 remaining, five (5) took final and three (3) were not grade able. My assessment is those students that did not take the final made the determination they had missed too many assignment and taking the final would result in a non-transferable grade. The five students that did take the final, three passed. I do believe pass rate was not achieved because some students just did not participate notwithstanding several opportunities for extra point assignments in addition to pointing out shortcomings of posted work and opportunities for resubmission.	Explore/implement tools of "Sidekick" to create more inspiring and engaging web based presentations/conferencing. This will also allow students to engage and integrate their iPhones/pads more with the class and employ applications of a "flipped classroom"	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received very well.	
	WARE 57	SLO #1	Apply actions as they relate to the nature of demand, material requirements planning, master production scheduling and the nature of Bills of Materials structure processes.	75% target not met. Thirteen (13) students remained from initial enrollment of 25. From those 13 remaining eight (8) did not take final exam. My assessment is those students that did not take the final made the determination they had missed too many assignment and taking the final would result in a non-transferable grade. The five students that did take the final passed the class. I do believe pass rate was not achieved because some students under estimated complex issues involved with production control and quality management aspects explored in WARE 57.	-Making WARE 55 (Principles of Logistics) a prerequisite for WARE 57. With a firm Two-Year schedule now in place this notion has can now be implemented with no effect on students seeking a certificate or AS. Making WARE 55 a perquisite provides sufficient overview and exposure of detailed concepts explored in WARE 57. -Basic Math a perquisite for WARE 57. Some students did show a lack of basic math skills which was a factor in not achieving	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received very well.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	WARE 57	SLO #1	Apply actions as they relate to the nature of demand, material requirements planning, master production scheduling and the nature of Bills of Materials structure processes.	75% target not met. Thirteen (13) students remained from initial enrollment of 25. From those 13 remaining eight (8) did not take final exam. My assessment is those students that did not take the final made the determination they had missed too many assignment and taking the final would result in a non-transferable grade. The five students that did take the final passed the class. I do believe pass rate was not achieved because some students under estimated complex issues involved with production control and quality management aspects explored in WARE 57.	desired pass rate. -WARE 57 does explore complex aspects of Supply Chain Management and can seemingly overwhelm. If these considerations are put in effect, the approval process will exceed a semester for implementation.	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received very well.	
		SLO #2A	Compare and contrast activities of capacity planning as it relates to calculating needs that results in optimal production and finding ways of making capacity available.	75% target not met. Thirteen (13) students remained from initial enrollment of 25. From those 13 remaining eight (8) did not take final exam. My assessment is those students that did not take the final made the determination they had missed too many assignment and taking the final would result in a non-transferable grade. The five students that did take the final passed the class. I do believe pass rate was not achieved because some students under estimated complex issues involved with production control and quality management aspects explored in WARE 57.	Making WARE 55 (Principles of Logistics) a prerequisite for WARE 57. With a firm Two-Year schedule now in place this notion has can now be implemented with no effect on students seeking a certificate or AS. Making WARE 55 a perquisite provides sufficient overview and exposure of detailed concepts explored in WARE 57. -Basic Math a perquisite for WARE 57. Some students did show a lack of basic math skills which was a factor in not achieving desired pass rate. -WARE 57 does explore complex aspects of Supply Chain Management and can seemingly overwhelm. If these considerations are put in effect, the approval process will exceed a semester for implementation.	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received very well.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3A	Apply developmentally appropriate principles and implement strategies that will positively influence production activities.	75% target not met. Thirteen (13) students remained from initial enrollment of 25. From those 13 remaining eight (8) did not take final exam. My assessment is those students that did not take the final made the determination they had missed too many assignment and taking the final would result in a non-transferable grade. The five students that did take the final passed the class. I do believe pass rate was not achieved because some students under estimated complex issues involved with production control and quality management aspects explored in WARE 57.	Making WARE 55 (Principles of Logistics) a prerequisite for WARE 57. With a firm Two-Year schedule now in place this notion has can now be implemented with no effect on students seeking a certificate or AS. Making WARE 55 a perquisite provides sufficient overview and exposure of detailed concepts explored in WARE 57. -Basic Math a perquisite for WARE 57. Some students did show a lack of basic math skills which was a factor in not achieving desired pass rate. -WARE 57 does explore complex aspects of Supply Chain Management and can seemingly overwhelm. If these considerations are put in effect, the approval process will exceed a semester for implementation.	Allowed more opportunities and added a variety of extra credit work. This extra credit work could be individual/or team submission. I also allowed for all extra credit work to be completed as late as the last day of class which was received very well.	
WARE 59		SLO #1	Identify and explain methods of stock control and their applications.	This was a terribly small class. Of the 8 students that completed the class only 4 did so with a passing grade of C 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 12 students enrolled in the class. Of the 12 students enrolled, 4 students were dropped from the class due to non-participation / excessive absences. This shows that 33% of the students who enrolled in this class were either not prepared for or did not have the discipline	Hopefully a larger attendance. Census cutoff dates need to be moved to the end of the class week, not on Thursdays. Too many students know what these cutoff dates are and many quit participating in class once they know they can no longer be dropped.	Rubric was useful for fine tuning the discussion grading process.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	WARE 59	SLO #1	Identify and explain methods of stock control and their applications.	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. 3 of the 4 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 bother taking their final exam. The other student that failed did just enough in the class so they couldn't be dropped, they were not in the class for a grade, just the financial aid.	Hopefully a larger attendance. Census cutoff dates need to be moved to the end of the class week, not on Thursdays. Too many students know what these cutoff dates are and many quit participating in class once they know they can no longer be dropped.	Rubric was useful for fine tuning the discussion grading process.	
		SLO #2	Identify and explain what drives operational, tactical and strategic make-or-buy decisions.	See SLO 1 Summary			
		SLO #3	Understand purchasing systems from origination to selection and ordering through completion.	See SLO 1 Summary	See SLO 1	See SLO 1 Results	
	WELD 50	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding.	4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1/3 class, had personal issues and received a Failing grade due to not dropping the course. 4 of 5 or 80% retention rate was achieved. This is a combined class with over 30 students	This is my third semester teaching Weld 50 with a retention rate of 80% for spring of 2016, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to meet advisory recommendations for the welding program. However we are limited in expansion due to facility short comings in electrical power.	This was my third semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information.	
				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	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety	More students, fewer drops, increased retention	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				with no injury or accidents noted 100%.	equipment is effective.	More students, fewer drops, increased retention	
				Many students require constant supervision in order to maintain proper safety protocols.	Penalties need to be enforced on a consistent basis.		
		SLO #2	Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.	4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1/3 class, had personal issues and received a Failing grade due to not dropping the course. 4 of 5 or 80% retention rate was achieved. This is a combined class with over 30 students	This is my third semester teaching Weld 50 with a retention rate of 80% for spring of 2016, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to meet advisory recommendations for the welding program. However we are limited in expansion due to facility short comings in electrical power.	This was my third semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information.	
				Students occasionally need to be reminded the how's and why's of OA equipment operation.	Periodic practical exams should be given to maintain and/or strengthen proper OA equipment setup and operation.		
				Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation. No changes are planned presently.	More students, fewer drops, increased retention	
		SLO #3	Student will produce sound oxyacetylene welds.	4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1/3 class, had personal issues and received a Failing grade due to not dropping the course. 4 of 5 or 80% retention rate was achieved. This is a combined class with over 30 students	This is my third semester teaching Weld 50 with a retention rate of 80% for spring of 2016, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to meet advisory	This was my third semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #3	Student will produce sound oxyacetylene welds.	4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student attended only 1/3 class, had personal issues and received a Failing grade due to not dropping the course. 4 of 5 or 80% retention rate was achieved. This is a combined class with over 30 students	recommendations for the welding program. However we are limited in expansion due to facility short comings in electrical power.	This was my third semester teaching Weld 50, I added more lecture and quiz's this semester. I also changed the final to include more advanced technical information.	
				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	
				Some students need to budget their time more appropriately in order to meet the desired requirements for sound welds.	A more structured approach that includes more short and long-term goals.		
	WELD 51	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal arc welding.	4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 students only attended 1/3 of the course due to personal issues and did not drop the course as required and received a failing grade. 4 of 5 gave a retention rate of 80%. This is a combined class with over 30 students	This is my third semester teaching Weld 51 with a retention rate of 80%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. However we are limited in growth due to facility electrical issues.	This was my third semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information.	
				At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective	No changes were needed at this time.	
				Many students require constant supervision in order to maintain proper safety protocols.	Penalties need to be enforced on a consistent basis.		
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 students only attended 1/3 of the course due to personal issues and did not drop the course as required and received a	This is my third semester teaching Weld 51 with a retention rate of 80%, I will continue to grow in my position and will strive to	This was my third semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	failing grade. 4 of 5 gave a retention rate of 80%. This is a combined class with over 30 students	meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. However we are limited in growth due to facility electrical issues.	This was my third semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information.	
				Students occasionally need to be reminded the how's and why's of SMAW equipment operation.	Periodic practical exams should be given to maintain and/or strengthen proper SMAW equipment setup and operation.		
				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.	Use of Lincoln Vertex simulator to help students visualize welds under controlled conditions.	
		SLO #3	Student will produce sound shielded metal arc welds in the flat position.	Students were successfully able to complete the course. Students are successful when they are in class.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time	
				4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 students only attended 1/3 of the course due to personal issues and did not drop the course as required and received a failing grade. 4 of 5 gave a retention rate of 80%. This is a combined class with over 30 students	This is my third semester teaching Weld 51 with a retention rate of 80%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. However we are limited in growth due to facility electrical issues.	This was my third semester teaching Weld 51, I added more lecture and quiz's. And changed the final to include more advanced technical information.	
	WELD 52	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing out of position shielded metal	. 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	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety	No changes at this time	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	WELD 52	SLO #1	arc welding.	with no injury or accidents noted 100%.	equipment is effective.	No changes at this time	
				7 of 7 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students	This was my third semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. The lack of electrical power has kept the program from expanding.	This was my third semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information.	
				Some students require more supervision in order to maintain proper safety protocols.	Penalties need to be enforced on a consistent basis.		
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	Students were able to perform operations properly during class while working advanced welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes at this time	
				7 of 7 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students	This was my third semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. The lack of electrical power has kept the program from	This was my third semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				7 of 7 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students	expanding.	This was my third semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information.	
				Students occasionally need to be reminded the how's and why's of SMAW equipment operation.	Periodic practical exams should be given to maintain and/or strengthen proper SMAW equipment setup and operation.		
		SLO #3	Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions.	7 of 7 successfully completed the required course work with a grade of "C" or higher. The class retention rate was 100% achieved. This class is a combined class with over 30 students	This was my third semester teaching Weld 52 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. The lack of electrical power has kept the program from expanding.	This was my third semester teaching Weld 52, I added more lecture and quiz's to the course. The final was changed to add more advanced technical information.	
				Some students need to budget their time more appropriately in order to meet the desired requirements for sound welds.	A more structured approach that includes more short and long-term goals.		
				Students were successfully able to complete the course. 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.		
	WELD 53	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing shielded metal arc welding operations.	5 of 5 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 53 with a retention rate of 100%, I will continue to grow in my position and will strive to meet the student's needs	This was my third semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
	WELD 53	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing shielded metal arc welding operations.	5 of 5 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	in training, personal development and strive to the meet advisory recommendations for the welding program. The shortage of electrical power has created issues for expansion of the program.	This was my third semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final.	
				At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.	No changes were needed at this time	
				Some students require constant supervision in order to maintain proper safety protocols.	Penalties need to be enforced on a consistent basis		
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.	Students were able to perform operations properly during class while working welding project demonstrations for grading	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time	
				5 of 5 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 53 with a retention rate of 100%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. The shortage of electrical power has created issues for expansion of the program.	This was my third semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final.	
				Students occasionally need to be reminded the how's and why's of OA equipment operation	Periodic practical exams should be given to maintain and/or strengthen proper OA equipment setup and		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Students occasionally need to be reminded the how's and why's of OA equipment operation	operation		
		SLO #3	Student will produce sound shielded metal arc welded joints.	Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time	
		SLO #3 (Bartholow)	Student will be able to produce a sound oxyacetylene welds for soldered, brazed, and braze welded joints.	Some students need to budget their time more appropriately in order to meet the desired requirements for sound soldered, brazed, and braze welds.	A more structured approach that includes more short and long-term goals.		
				5 of 5 successfully completed the required course work with a grade of "C" or higher, a 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 53 with a retention rate of 100%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program. The shortage of electrical power has created issues for expansion of the program.	This was my third semester teaching Weld 53, I added more lecture and quiz's to the course. More Advanced technical information was added to the final.	
	WELD 54	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas metal arc welding operations.	4of 4 successfully completed the required course work with a grade of "C" or higher, 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 54 with a retention rate of 100%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 54, I added more lecture and quiz's to the course. The final was revised to add more advanced technical information.	
				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	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety	No changes were needed at this time.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				with no injury or accidents noted 100%.	equipment is effective.	No changes were needed at this time.	
				Some students require more supervision in order to maintain proper safety protocols.	Penalties need to be enforced on a consistent basis.		
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas metal arc welding equipment.	4of 4 successfully completed the required course work with a grade of "C" or higher, 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 54 with a retention rate of 100%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 54, I added more lecture and quiz's to the course. The final was revised to add more advanced technical information.	
				Students occasionally need to be reminded the how's and why's of GMAW equipment operation.	Periodic practical exams should be given to maintain and/or strengthen proper GMAW equipment setup and operation.		
				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.	Additional use of Lincoln Vortex 360 welding simulator.	
		SLO #3	Student will produce sound gas metal arc welded joints.	4of 4 successfully completed the required course work with a grade of "C" or higher, 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 54 with a retention rate of 100%, I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 54, I added more lecture and quiz's to the course. The final was revised to add more advanced technical information.	
				Some students need to budget their time more appropriately in order to meet the desired requirements for sound welds.	A more structured approach that includes more short and long-term goals		
				Students were successfully able to complete the course. Class performance	Hands on welding is necessary for learning to	No changes were needed at this time.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				thru attendance and participation are needed for successful completion of course.	weld, students need to be in class to weld.	No changes were needed at this time.	
	WELD 55	SLO #1	Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas tungsten arc welding operations.	3of 3 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 55 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 55, I added more lecture and quiz's to the course.	
				At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%.	The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective	No changes were needed at this time.	
				Some students require more supervision in order to maintain proper safety protocols.	Penalties need to be enforced on a consistent basis.		
		SLO #2	Student will be capable of properly setting up, adjusting, operating and shutting down gas tungsten arc welding equipment.	3of 3 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This is my third semester teaching Weld 55 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 55, I added more lecture and quiz's to the course.	
				Students occasionally need to be reminded the how's and why's of GTAW equipment operation	Periodic practical exams should be given to maintain and/or strengthen proper GTAW		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
				Students occasionally need to be reminded the how's and why's of GTAW equipment operation	equipment setup and operation.		
				Students were able to perform operations properly during class while working welding project demonstrations for grading.	Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation.	No changes were needed at this time.	
		SLO #3	Student will produce sound gas tungsten arc welded joints in both steel and aluminum.	3of 3 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This is my thid semester teaching Weld 55 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 55, I added more lecture and quiz's to the course.	
				Some students need to budget their time more appropriately in order to meet the desired requirements for sounds welds.			
				Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course.	Hands on welding is necessary for learning to weld, students need to be in class to weld.	No changes were needed at this time.	
	WELD 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	Students show an understanding of what blueprints are and can identify the various items on a print such as welding symbols, dimensions, and		

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2	Student is able to produce a three view drawing of an existing object.	improvement in their overall skills.	other various symbols, etc.		
		SLO #3	Student can identify the fabrication processes necessary to build an item from a three view metals trade blueprint	Class performance thru attendance and participation are needed for successful completion of course. These completions show the students are able to apply what they have learned and are ready to progress to more.	Use of more visual techniques should help in understanding the concepts of the language of industry through blueprints and how they apply to the fabrication of objects..		
WELD 57		SLO #1	Inspect and perform repair welding processes on existing welded items.	1 of 1 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This was my third semester teaching Weld 57 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 57, I added more lecture and quiz's to the course. Added advanced technical objectives to final.	
				Students demonstrated knowledge and use of various welding processes.	Using all of the welding processes available students are clearly able to show understanding of what they have learned.	No changes were needed at this time.	
		SLO #2	Students will fabricate complex and useful welded projects from blueprints.	1 of 1 successfully completed the required course work with a grade of "C" or higher	If stacked classes continue to be the norm I will advocate for welding to be taught in a hybrid format to better utilize lecture time and lab equipment. Expanding and increased utilization of the welding bay needs to be explored.	I added more digital and interactive resources. All assignments, except hands-on, were administered online. This increased assignment completion and overall scores however this added additional overhead has far as dealing with technical issues and digital competency with students.	
				1 of 1 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This is my third semester teaching Weld 57 with a retention rate of 100%, I believe as the program progresses the number of	This was my third semester teaching Weld 57, I added more lecture and quiz's to the course. Added advanced technical objectives to final.	

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
					students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.		
				Students show ability to apply blueprint reading understanding and welding processes to practical experience.	Students are encouraged to bring in their own projects to construct as well as class projects that may be assigned.	No changes were needed at this time.	
		SLO #3	Students will produce sound welds utilizing many various welding processes.	1 of 1 successfully completed the required course work with a grade of "C" or higher, A 100% retention rate was achieved. This course is a combined class with over 30 students.	This is my third semester teaching Weld 57 with a retention rate of 100%, I believe as the program progresses the number of students will climb. I will continue to grow in my position and will strive to meet the student's needs in training, personal development and strive to the meet advisory recommendations for the welding program.	This was my third semester teaching Weld 57, I added more lecture and quiz's to the course. Added advanced technical objectives to final.	
				13 students were successfully able to complete the course with a grade of C or better.	Addition of Certified Welding Inspector enables students to aquire AWS certification.	No changes were needed at this time.	
	WKFC 106	SLO #1A	As applicable to Managing Change, the term "Mindset" and the characteristics of the power of having a "fixed" Mindset and vs a "growth" Mindset	<ol style="list-style-type: none"> 1. Online assignment of discovering various Change Management enhancers and challenges: 2. > Structured change management. 3. > Dedicated change management resources 4. > Engagement and participation 5. 15 out of 15 Students finished this assignment earning a passing grade. 			
		SLO #2A	identify the benefits of having	Online assignment of discovering various			

Reporting Period	ID	SLO	SLO Statement	Assessment Result	SLO Action Plan	Follow-Up	Conclusions & Next Steps
		SLO #2A	a Mindset shift and a consistent change in the thought process	Change Management enhancers and challenges: > Structured change management. > Dedicated change management resources > Engagement and participation 15 out of 15 Students finished this assignment earning a passing grade.			
		SLO #3A	Understand the ultimate goal of change is to improve the organization, family or team by altering how tasks/work is to be accomplished	Online assignment of discovering various Change Management enhancers and challenges: > Structured change management. > Dedicated change management resources > Engagement and participation 15 out of 15 Students finished this assignment earning a passing grade.			
	WKFC 107	SLO #1A	Understand the meaning of the term "Mindset" and the characteristics of an effective TEAM	Written research assignment, oral quiz and open online: 1. Coming together in the beginning. 2. Sticking together is progress 3. Working together is success. 8 out of 8 Students finished this assignment earning a passing grade.			
		SLO #2A	Identify the stages of TEAM growth and common team problems	Online Research: Identify the stages of TEAM growth and common team problems. All students participated in the online discussion and passed with a passing grade.			
		SLO #3	Understand team building goals and the roles of team members	Online research and course book reading: The strength of the team lies in the individual, and the strength of the individual builds the team . . . when this is universally understood, the outcome is truly win, win, win. 8 of 8 students participated and passed with a passing grade.			
	WKFC 108	SLO #1A	As applicable in Business Ethics the understanding of the term "Mindset" and the	Research paper: What is Business Ethics. The causative factors and prohibitors of ethical decisions.			

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	WKFC 108	SLO #1A	characteristics of the power of have a "fixed" mindset vs a "growth" mindset	14 out of 14 successfully completed this assignment.			
		SLO #2A	Identify the benefits of having a Mindset shift and a consistent change in the thought process	Research paper: What is Business Ethics. The causative factors and prohibitors of ethical behavior. 14 out of 14 successfully completed this assignment.			
		SLO #3A	Understand the business ethics has normative and descriptive dimensions. As a business and career specialization, the field is primarily normative.	Research paper: What is Business Ethics. The causative factors and prohibitors of ethical business practices.. 14 out of 14 successfully completed this assignment.			