

| Reporting Period | ID | SLO | SLO Statement | Assessment Result | SLO Action Plan | Follow-Up | Conclusions & Next Steps |
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| 2016-2017 (Spring 2017) | ACCT 1A | SLO #1 | Identify the components of posting transactions, the adjusting process and completing the accounting cycle. | <p>Assessments based on data collected from exams, discussion board, and quizzes</p> <p>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, 99% (Excludes 7 non-submitted papers). 5 students out of 29 submitted an incomplete paper (17%), but still scored an A (Skipped insignificant components, didn't meet word count, or had some spelling errors). 100% of the SLO Written Assignment Submissions met the target for this SLO. Out of 29 students completing the course, 5 of the 5 (100%) students who failed the course did not submit the SLO written assignment.</p> | <p>Continued emphasis on this objective with slight modification in problem selection for more thorough understanding.</p> <p>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. The students know about this assignment in week 1 and reminders are</p> | <p>None, hand not taught course online prior.</p> <p>N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.</p> | |
| | | SLO #2 | Identify the components of accounting systems, internal controls, cash, receivables, inventories, fixed assets, intangible assets, current liabilities and accounting for | <p>Examinations and discussion board questions whereby the latter employed entrepreneurial-like problems for personal growth, comprehension. Student comprehension overall at 34.2% by mid semester. Little improvement by end of term</p> | <p>Continued application of objective.</p> | | |

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| <p>SLO #3 Analyze complex accounting problems to determine the proper component and method to use to solve the problem.</p> | <p>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, 99% (Excludes 7 non-submitted papers). 5 students out of 29 submitted an incomplete paper (17%), but still scored an A (Skipped insignificant components, didn't meet word count, or had some spelling errors). 100% of the SLO Written Assignment Submissions met the target for this SLO. Out of 29 students completing the course, 5 of the 5 (100%) students who failed the course did not submit the Short answer examinations questions and discussion board topics related to various aspects of business: finance, international trade, management. More than 90% success rate through</p> | <p>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. The students know about this assignment in week 1 and reminders are posted in week 2, 3, 4, 5, 6, 7, and 8. Changes will Further testing given the importance and applicability of this objective.</p> | <p>N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.</p> |
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| | | <p>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 average overall quiz score was 80%, B (Excludes three non-submissions). The pass rate for the accounting problem-based questions: 27 of the 29 students completing the course and submitting the quiz was 76.1% (2 students did not take the quiz, scored 0%, one of those students later failed the course). (Five students completing the quiz and later dropping the course scored F, D, A, C, and C on the quiz).</p> | <p>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, Videos, Practice Exams, Study Group Forums, Instructor office and tutoring, Questions and Answers Forums, and</p> | <p>N/A. Changes were not previously identified or implemented as this assessment/assignment is sufficient.</p> |
| ACCT 1B | <p>SLO #1 Identify the components of Corporations (organization, income, taxes, stockholders' equity, dividends, capital stock transactions, investment in stocks, bonds and financial statement analysis).</p> | <p>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 (90.7%), excludes 4 non-submitted papers. 26/26 or 100% of the students were successful with the written essay. None of the four students, who failed to submit the written assignment, failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 70/C being the lowest grade. Students losing points on this SLO Written Assignment did not lose points related to this</p> | <p>No changes need to be made to the course for this particular SLO written assignment. The students know about this assignment in week 1 and reminders are posted in week 2, 3, 4, 5, 6, 7, and 8.</p> | <p>N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.</p> |
| | <p>SLO #1A Knowledge of accounting rules and financial reporting standards necessary for sufficient financial disclosure</p> | <p>Problem solving and case study analysis functioned as the chief means of examination for objective. Students did evidence a 70% skill level by mid semester and 94.2% by end of course. Objective reinforces learning from "Acct 1a" a prerequisite to this class</p> | <p>Maintain application of case study approach and of course, problem solving with new, more streamlined techniques.</p> | <p>Case study analysis and presentations, unlike prior semesters, were integral to this goal. Furthermore, greater level of achievement than in prior semesters.</p> |

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| <p>SLO #2 Identify various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis.</p> | <p>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 (90.7%), excludes 4 non-submitted papers. 26/26 or 100% of the students were successful with the written essay. None of the four students, who failed to submit the written assignment, failed the course. Any students attempting this assignment and losing points, had an incomplete assignment with 70/C being the lowest grade. Students losing points on this SLO Written Assignment did not lose points related to this particular SLO—they did not meet the minimum word count requirement or skipped parts of the assignment.</p> | <p>No changes need to be made to the course for this particular SLO written assignment.</p> <p>The above data indicates this particular assignment sufficiently addresses the SLO#2 when students submit the SLO Written Assignment, which leads to mastering the identification of various accounting techniques (job order costing, process costing, cost behavior, budgeting, standard costing, performance evaluation and differential analysis) used for analysis. Students not submitting the SLO written assignments received multiple reminders, as always. The students</p> | <p>N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO written essay.</p> |
| <p>SLO #2A The understanding that (Vascon cellos) accounting functions as a communications tool necessary in the conveyance of information to stakeholders of various entities.</p> | <p>Memorandums, budget analysis and interpretation contributed to a 53.4% level of understanding by mid semester, but falling to 47.2% by semester's end. Discovery that lack of follow-up on behalf of instructor by not continuing application of such data in subsequent lessons eventually led to</p> | <p>Continued monitoring of SLO applying similar means of assessment.</p> | <p>Consistent with levels of performance from previous semesters. Data may reflect academic preparation of students from previous course given there is a prerequisite.</p> |

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| 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 75%. 30/30 or 100% students completed the quiz (All students attempted the quiz; the one student failing this course, also failed this exam). 9/30 or 30% of students failed this quiz; 60% passed. This SLO achievement/threshold is somewhat acceptable, because a lot of students skipped these particular questions on the quiz (there are several zeros/non-attempts on these, which are included in the results above); they are heavily weighted (more so than the other quiz</p> | No changes need to be made to the course for this particular quiz, SLO assignment. | N/A. No changes were made as compared to the previous course, since expected outcomes were met with this SLO quiz assignment. |
| SLO #3A (Vascon cellos) | Expose students to the components of the Balance Sheet, Income Statement and Statement of Cash Flows which are necessary for adequate financial | Target met given examinations and homework prepared students for compiling of financial data for term project. Nearly 81% (80.52%) reflected significant knowledge of items integral to these statements | Action plans will monitor continued utilization of course assessment methods unless results require modification | Adopted similar tools with results varying in conformity with prior year's outcomes: 79% (spring '16); 80.52% (spring '17). Will continue utilizing such methodologies. |
| 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 | 10/12 or 83% of the students participated and successfully completed the discussion assignment with a "C" or higher. Then 2/12 or 17% 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. |

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| | SLO #2 | Demonstrate and appraise the use of managerial accounting technique in an organizational setting | 9/12 or 75% of the students completed the weekly quizzes earning a "C" or higher, 3/12 or 25% performed below expectation due to not completing or submitting the assignment. | 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 | 8/12 or 67% of the students were successful in completing this assignment and earning a "C" or higher. 4/12 or 33% failed to submit the assignment. | Good amount of students understanding the course material. | |
| 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 13 students enrolled on 1-10-17, 8 students remained enrolled at the end of the spring semester. Eight students mastered this SLO. Those who did not master this were dropped due to excessive absences. For the remaining 8 students, 8 were successful, the three step writing progress appears to be the primary reason for student success. | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is | |
| | SLO #2 | Student will compare and contrast two topics and develop a single paragraph with a clear opening and concluding sentence. | Of the 13 students enrolled on 1-10-17, 8 students remained enrolled at the end of the spring semester. Eight students mastered this SLO. Those who did not master this were dropped due to excessive absences. For the remaining 8 students, 8 were successful, the three step writing progress appears to be the primary reason for student success. | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is | Writing topics were selected based upon student interest and knowledge levels. |

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| | SLO #3 | Student will edit and revise writing to improve the organization and consistency of ideas in a single paragraph. | Of the 13 students enrolled on 1-10-17, 8 students remained enrolled at the end of the spring semester. Eight students mastered this SLO. Those who did not master this were dropped due to excessive absences. For the remaining 8 students, 8 were successful, the three step writing progress appears to be the primary reason for student success. | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is |
| ACSK 151 | SLO #1 | Student will create original examples of figurative language (e.g., simile, metaphor and hyperbole) and relate their purpose in student-created text. | Of the 4 students enrolled on 1-10-17, all 4 students were enrolled at the end of the semester. Of the 4 students 2 were successful in mastery this SLO. Attendance and daily practice appears to be the main reason these students were successful. The two students who were not successful left class early on many days, and therefore were not able to be taught how to edit their own work. The students were left early also | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is |
| | SLO #2 | Student will locate information from college texts and summarize in paragraph form the essential points made by the text book author. | Of the 4 students enrolled on 1-10-17, all 4 students were enrolled at the end of the semester. Of the 4 students 2 were successful in mastery this SLO. Attendance and daily practice appears to be the main reason these students were successful. The two students who were not successful left class early on many days, and therefore were not able to be taught how to edit their own work. The students were left early also | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is |

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| SLO #3 | Student will edit and revise writing to improve the organization and consistency of ideas in two connected paragraphs. | Of the 4 students enrolled on 1-10-17, all 4 students were enrolled at the end of the semester. Of the 4 students 2 were successful in mastery this SLO. Attendance and daily practice appears to be the main reason these students were successful. The two students who were not successful left class early on many days, and therefore were not able to be taught how to edit their own work. The students were left early also | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is |
| ACSK 152 | SLO #1 Students will choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits their intended purpose. | Of the 4 students enrolled on 1-10-17, all 4 students remained enrolled at the end of the semester. Of these 4 students, 3 mastered this SLO. The one student who did not master this SLO left class early on most days, was missing work, and did not value editing skills. This one student's early departures is the primary reason she did not master this SLO. The student who left early also had missing work | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is |
| SLO #2 | Students will compose a persuasive paragraph, stating a clear position or perspective in support of a proposition. | Of the 4 students enrolled on 1-10-17, all 4 students remained enrolled at the end of the semester. Of these 4 students, 3 mastered this SLO. The one student who did not master this SLO left class early on most days, was missing work, and did not value editing skills. This one student's early departures is the primary reason she did not master this SLO. The student who left early also had missing work | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is |

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| | SLO #3 | Students will edit and revise writing to improve the organization and consistency of ideas in multiple paragraph essay. | Of the 4 students enrolled on 1-10-17, all 4 students remained enrolled at the end of the semester. Of these 4 students, 3 mastered this SLO. The one student who did not master this SLO left class early on most days, was missing work, and did not value editing skills. This one student's early departures is the primary reason she did not master this SLO. The student who left early also had missing work | The instructor is going to add to her syllabus that for every 3 early departures from class will equal one day of absences. Students require time with the instructor to edit their work, and learn how to do their own editing. This ability to self-edit is | |
| ACSK 153 | SLO #1 | Students will estimate and compute the sum or difference of whole numbers and positive decimals to two places. | Students achieved 65% on quizzes, homework, and extra math | Implement additional teaching strategies. First day of class students will take a diagnostic test to establish they are in the proper class | 8/5 pass, 3 poor performance |
| | | | Students achieved 75% on quizzes. | Implement additional teaching strategies. First day of class students will take a diagnostic test to establish they are in the proper class | 9/8 pass |
| | SLO #2 | Students will differentiate between the commutative and associative properties and demonstrate their purpose in solving arithmetic problems. | 5 students pass, 3 did no pass due to lack of homework and poor test scores. | Students will work on all chapter by using internet: YOUTUBE. | Individual Chapter Test to allow retention of subject matter. |
| | | | 8 students pass, 1 did no pass due to absenteeism, and poor scores. | Will work much better. Students will use YOUTUBE for Chapters | 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 | 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 60% on quizzes. | Implement additional teaching strategies. First day of class students will take a diagnostic test to establish they are in the proper class. | 6 total, 2students pass, 4 low scores and poor attendance (leave early from class and no homework) |

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| | | Students achieved 65% on quizzes. | Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the <i>nrner class</i> | 7 total, 4 students pass. | |
| SLO #2 | Students will formulate a plan to create algorithmic representations from real world life word problems. | 4 students pass. 3 Low test score and poor attendance did not pass. | Will work much better. Students will use Chapters review on YOUTUBE. | Individual Chapter Test to allow retention of subject matter. | |
| | | 6/2 students pass. 4 Low test score and poor attendance, no homework(leave early from class) | Wil work much better. Students will use Chapters review on | 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 | 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. First day of class students will take a diagnostic test to stablish they are in the <i>nrner class</i> | 3/2 Students pass |
| | | Students achieved 75% on quizzes. | Implement additional teaching strategies. First day of class students will take a diagnostic test to stablish they are in the <i>nrner class</i> | 4/3 Students pass | |
| SLO #2 | Students will analyze data displays and explain how the information can be reported as either fractions, decimals or percents. | 3/2 students pass 1 student absent the last three classes. | Will work much better. Student will use YOUTUBE for Chapters review. | 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 | |

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| ACSK 156 | SLO #1 | Students will read narrative text aloud with at their instructional reading level with fluency and accuracy and with appropriate pacing, intonation, and expression. | Of the nine students enrolled on 1-10-17, four remained enrolled at the end of the semester. Of these four students, all mastered this SLO. Four students dropped themselves, one student was dropped due to the participation requirement. | Cooperative teaching strategies combined with accountability for classroom participation leads to student mastery of SLOs | The instructor created a community of readers, where the students supported each other and found reading materials of interest to the students. This cooperative teaching style enabled the students to feel comfortable in taking the risks that lead to their improvements. |
| | SLO #2 | Students will demonstrate vocabulary strategies for literal comprehension at students' independent reading level. | Of the nine students enrolled on 1-10-17, four remained enrolled at the end of the semester. Of these four students, all mastered this SLO. Four students dropped themselves, one student was dropped due to the participation requirement. | Students need more practice with identifying the meaning of complex words in context. | The instructor created a community of readers, where the students supported each other and found reading materials of interest to the students. This cooperative teaching style enabled the students to feel comfortable in taking the risks that lead to their improvements. |
| | SLO #3 | Students will synthesize vocabulary understanding in new and different learning situations based on their individual instructional reading levels. | Of the nine students enrolled on 1-10-17, four remained enrolled at the end of the semester. Of these four students, all mastered this SLO. Four students dropped themselves, one student was dropped due to the participation requirement. | Students will have mandatory practice reading exercises during class time, as promises to practice outside of class did not appear to have happened. | The instructor created a community of readers, where the students supported each other and found reading materials of interest to the students. This cooperative teaching style enabled the students to feel comfortable in taking the risks that lead to their improvements. |
| ACSK 157 | SLO #1 | Students will read expository text at their instructional reading levels with fluency and accuracy and with appropriate pacing, intonation, and expression. | Of the two students enrolled on 1-10-17, both students were enrolled at the end of the semester. The instructor created a community of readers, where the students supported each other and found reading materials of interest to the students. This cooperative teaching style enabled the students to feel comfortable in taking the risks that lead to their improvements. | Given that the 2 students in this level were intrinsically motivated to improve their reading levels, no changes are needed for this type of student. Changes may be necessary for reluctant learners. | |
| | SLO #2 | Students will demonstrate vocabulary strategies to make inferences at student's independent reading level. | Of the two students enrolled on 1-10-17, both students were enrolled at the end of the semester. The instructor created a community of readers, where the students supported each other and found reading materials of interest to the students. This cooperative teaching style enabled the students to feel comfortable in taking the risks that lead to their improvements. | Students who follow the instructional strategies are able to improve their reading skills. | |

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| | SLO #3 | Students will uncover and exemplify how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. | Of the two students enrolled on 1-10-17, both students were enrolled at 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 demonstrated course text book understanding as well as information that was discovered online on the worldwide web. Topic focus was “why does diversity matter”? All submitted a scholarly essay and demonstrated competency in their submitted weekly quiz discussions. 6 out of 7 completed this course with an A grade. 1 student received a C grade. | None . . . I found this course very rewarding and believe that students received the education promised. As an adjunct I will work closer with the FT instructor to increase CTE campus engagement specifically for ADJU. National, regional and local industry indicators indicate a consistent climb (student enrollment) in ADJU courses at the community college level and above, however our | -None- 1st time teaching this course. |

Students were required to find a current newspaper article (written within the last year) discussing multiculturalism and its impact on the three components of the US criminal justice system (law enforcement, courts, and corrections). Based upon their reading and classroom discussion, the students also focused on how terrorism in the United States and abroad impacts our criminal justice system.

4/7 students (57%) received an A, B, or C

3/7 students (43%) received D or an F

Based on this data, 57% of the students demonstrated success by receiving a C or higher on the assignment. Although this is a drop in the percentage receiving an A, B, or C from last semester (85% to 57%), the low number of students participating in the assignment had a large impact on this drop.

Although I believe that the decreased percentage has more to do with the lower number of participants for this assignment, improvements can and should be made. For this assignment, I plan on having the students work in groups on an example newspaper assignment as part of reviewing the assignment instructions.

Although I do review examples, I believe having the students work together to complete an assignment in class will help them better understand what is expected of them. Additionally, while I do encourage students to send me drafts of their work so I can provide them with feedback that they can incorporate into their work before final submission, not enough students take advantage of the offer. In future

As noted in the planned changes from last assessment, I required students to present their articles to the class, putting a greater emphasis on communication skills. Because of the expectation of having to present the articles, the students appeared to spend more time completing the assignment.

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| | 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. | 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 |
| | 81%, or 26 out of 32 students passed the class passed the comprehensive multiple choice final exam with an 70% or higher. 6 of 38 students, or 15% did not take the final exam and as a result failed the course. | | However, there is no plan on doing away with the writing assignment as |
| SLO #2 | Evaluate the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve law enforcement, courts and corrections, | Students demonstrated course text book understanding as well as information that was discovered online on the worldwide web. Topic focus was "Is the court/justice system fair to all"? All submitted a scholarly essay and demonstrated competency in their submitted weekly quiz discussions.5 out of 7 completed this course with a B | I will be MORE engaged it "sparking" conversation and topic advancement. The students who did not do well in this course, simply did not submit assignments. Their contribution to the discussion board were |
| | Students were divided into 2 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. | The data shows that the group assignments are an extremely effective way to build the students' understanding of the concepts as well as their ability to apply those concepts to real life situations. I plan to review the syllabus and will incorporate more group work where appropriate. | -None- 1st time teaching this course As discussed in the last SLO assessment for ADJU 1, I planned to incorporate more group assignments into the court. In addition to this particular group assignment regarding overcrowded prisons, the students also did group assignments regarding sentencing and probation. |
| | 9 students participated in the assignment. Here is a breakdown of the results: 9/9 students (100%) received an A, B, or C | | |

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| | 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. | 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 |
| | 81%, or 26 out of 32 students passed the class passed the comprehensive multiple choice final exam with an 70% or higher. 6 of 38 students, or 15% did not take the final exam and as a result failed the course. | | However, there is no plan on doing away with the writing assignment as |
| SLO #3 | Interpret specialized terms associated with the American justice system and evaluate the basis for the American penal system, parole and bail. | Students demonstrated course text book understanding as well as information that was discovered online on the worldwide web. Topic focus was "since the lines between probation and parole have now crossed, has it improved the American penal system"? Students submitted a scholarly essay and demonstrated competency in their submitted weekly quiz discussions, (4) | -None- 1st time teaching this course. |
| | The 50-point quiz included multiple choice, true/false, and essay questions regarding the concepts of bail, sentencing, and parole. 15 students took the quiz. Here is a breakdown of the results: | I will be MORE engaged it "sparking" conversation and topic advancement. The students who did not do well in this course, simply did not submit assignments. Their contribution to the discussion board were meaningful . . . | |
| | 7/9 students (78%) received an A, B, or C 2/9 students (22%) received D or an F | As noted in last semester's SLO assessment, there continue to be a few students who struggle with the test without regard to the topics being discussed. I plan to be more proactive in sitting down with each struggling student to learn more about why they are struggling and | The percentage of students demonstrating success for this SLO remained consistent in comparison to last semester. |
| | Based on this data, 78% of the students | | |

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| | | 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. | 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 As noted in the prior assessment for this SLO, I attempted to get students more engaged in the discussion questions. This had limited success. Students who remained engaged did well on this assessment. They also spent more time on this quiz and other assignments. Those who did not do well spent an average of 12 minutes taking the quiz. | |
| ADJU 15 | SLO #1 | Describe the history of and identify concepts and precedents that have led to current correctional practices. | <p>10 students took the quiz. Here is a breakdown of the results:</p> <p>6/10 students (60%) received an A, B, or C</p> <p>4/10 students (40%) received a D or an F</p> <p>Based on this data, 60% of the students demonstrated success by receiving a C or higher on the assignment.</p> | <p>The data indicates that students have struggled some learning the precedents involved in current corrections practices. It also reflects the importance of student engagement in student success. I will continue to look for more interactive</p> <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, but some struggle with the summary. 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.</p> | <p>As I indicated I would do in the last assessment, I did spend more time working with students on creating summaries using their own words. However, the 2 students who did not pass this assignment still seemed to struggle with the assignment itself, as opposed to the concepts. Specifically, they correctly were able to identify an article discussing prisoner rights. However, they either did not create a summary at all or continued to use the journalist's exact words.</p> |
| | SLO #2 | Identify civil rights as they relate specifically to prisoners, as well as recognize those rights in which prisoners have lost. | <p>Students were required to find a current newspaper article (written within the last year) discussing constitutional rights that prisoners have while incarcerated, as well as rights that they give up while in prison and after they are released. Each student provided a copy of the article, summarized the article, and explained how it related to the topic. 5 students participated in the assignment. Here is a breakdown of the results:</p> <p>3/5 students (60%) received an A, B, or C</p> <p>2/5 students (40%) received a D or an F</p> | <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, but some struggle with the summary. 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.</p> | <p>As I indicated I would do in the last assessment, I did spend more time working with students on creating summaries using their own words. However, the 2 students who did not pass this assignment still seemed to struggle with the assignment itself, as opposed to the concepts. Specifically, they correctly were able to identify an article discussing prisoner rights. However, they either did not create a summary at all or continued to use the journalist's exact words.</p> |

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| | SLO #3 Describe the responsibility of correctional staff to ensure that a prisoner's civil rights are upheld and respected. | Students were required to write a 2-3 page essay on the responsibilities of corrections officers, the rights of prisoners, and potential liability when officers violate those rights. 4 students participated in the assignment. Here is a breakdown of the results: | The writing assignment continues to show that the students developed an understanding of the correctional officers' responsibilities, prisoners' rights, and potential liability for violating these rights. I plan to continue this assignment, but I may incorporate an | As noted in the prior assessment for this SLO, I provided students with more assistance in writing clearly and accurately. The success rate seems to indicate this assistance helped them succeed, as every student who submitted this assignment received a C or higher. |
| | | 4/4 students (100%) received an A, B, or C 0/4 students (0%) received a D or an F | interactive element to try and get more students | |
| ADJU 17 | SLO #1 Identify those counseling techniques that are most effective in an interview. | Based on this data, 100% of the students demonstrated success by There was a significant drop in the overall percentage of students that scored a 70% or higher on the final exam since Spring 2016. However, there was also a significant higher number of students who failed to take the final exam which effected this score. In addition, there were fewer students in the course. Overall, of those who took the exam students did well. A total of 68% or 11 out of 16 passed the final exam with a 70% or higher. Two students out of 16 failed the exam and 5 students did not take the final exam for the course. | The above indicates that no change is necessary. However, I will continue to look at student activity throughout the course in order to help catch and retain students that desire to remain. I will also continue diligent efforts to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the | No changes were recommended from the previous assessment. |

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| SLO #2 Demonstrate an understanding of the philosophies, theories, and goals of various counseling and treatment modalities. | There was a significant drop in the overall percentage of students that scored a 70% or higher on the final exam since Spring 2016. However, there was also a significant higher number of students who failed to take the final exam which effected this score. In addition, there were fewer students in the course. Overall, of those who took the exam students did well. A total of 68% or 11 out of 16 passed the final exam with a 70% or higher. Two students out of 16 failed the exam and 5 students did not take the final exam for the course. | The above indicates that no change is necessary. However, I will continue to look at student activity throughout the course in order to help catch and retain students that desire to remain. I will also continue diligent efforts to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the | No changes were recommended from the previous assessment. |
| SLO #3 Identify techniques and theories used in confidence building by correctional staff during interviews and counseling. | There was a significant drop in the overall percentage of students that scored a 70% or higher on the final exam since Spring 2016. However, there was also a significant higher number of students who failed to take the final exam which effected this score. In addition, there were fewer students in the course. Overall, of those who took the exam students did well. A total of 68% or 11 out of 16 passed the final exam with a 70% or higher. Two students out of 16 failed the exam and 5 students did not take the final exam for the course. | The above indicates that no change is necessary. However, I will continue to look at student activity throughout the course in order to help catch and retain students that desire to remain. I will also continue diligent efforts to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the | No changes were recommended from the previous assessment. |

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| ADJU 2 | SLO #1 Analyze the procedures involved in the United States justice system from arrest to release. | <p>14 students took the final exam. The average score for the exam was 72%. Here is a breakdown of the individual scores:</p> <p>9/14 students (64%) received an A, B, or C 5/14 students (36%) received a D or F</p> <p>Based on this data, 64% of the students who took the final examination demonstrated success by receiving a C or higher. 2 students enrolled in the class did not participate in the final examination. The non-submissions 2 students took the final exam. The average score for the exam was 87.5%. Here is a breakdown of the individual scores:</p> <p>2/2 students (100%) received an A, B, or C 0/2 students (0%) received a D or an F</p> <p>Based on this data, 100% of the students demonstrated success by receiving a C or higher.</p> | <p>The data indicates that the more the students are engaged, the more likely they are to succeed. They seem to really enjoy the real-life scenarios, so I will continue to find ways to incorporate them into the class.</p> <p>I do not think we can read too much into the data due to the low numbers. However, I do believe that the incorporate of more "real-life" activities helped students get a better grasp on the concepts. I plan to continue these types of activities and hope to have a large enough class in future semesters to use these</p> | <p>There was a decrease of 6% in the number of students who demonstrated success on this SLO from last semester's online ADJU 2 course. As noted in last semester's assessment, I added another "real life" assignment. I had students watch a courtroom hearing and then required them to identify the type of proceeding. I then had students describe what happened in the proceeding (defendant sought to represent himself) and then discuss in groups whether this individual should have been allowed to represent himself. The students were engaged Although I had planned to have the students engage in more group activities, the low number of students made this very difficult to do. However, I did incorporate more "real life" examples of sentencing, plea hearings, and mock trials. I was able to use these examples to jump start in-depth conversations on various stages of the criminal justice system. The students did very well on the final exam, which indicates an understanding of the concepts. Based on their feedback, their</p> |
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| 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. | As a class, the students and I discussed what specific rights are guaranteed by the 1st, 4th, 5th, 6th, and 8th Amendments. We went through each of the amendments, discussing what rights are involved and why they are important in the criminal justice system. We then discussed, as a class, which amendments, if any, the students are willing to give up. | The data indicated that the students are grasping the important concepts contained in this SLO. I plan to continue this assignment and hope to be able to break the class into groups in future semesters if class size allows. | Because of the low number of students, I had the students work as one group instead of breaking up into multiple groups. There did not appear to be any impact on student success, as the low number of students was equivalent to the size of groups in prior classes. The students all participated in discussing the meaning of the amendments and their importance. |
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6 students participated in the assignment. Here is a breakdown of the results:

6/6 students (100%) received an A, B, or C

Lesson 1 discusses what specific rights are guaranteed by the 4th, 5th, 6th, and 8th Amendments. For the weekly discussion question, I asked students which of these rights, if any, they would be willing to give up in the name of public safety and why they would be willing to give up these rights. I then required students to reply to responses of other students with whom they disagreed.

16 students participated in the assignment. Here is a breakdown of the results:

12/16 students (75%) received an A, B, or C (70% or higher)
 4/16 students (25%) received an F (below 60%)

Based on this data, 75% of the students

The data shows that the group discussion and follow-up writing are a good method of assessing this SLO. This particular question continues to get high engagement. Next semester, I plan to put in additional follow-up questions and comments to student responses to make sure everyone continues to stay involved.

The 75% success rate represents a 7% decrease for online students on this SLO. As discussed in last semester's assessment, I added my own responses mid-week for amendments that had not yet been discussed. Specifically, I added a response for the 5th Amendment, which led to increased discussion about the value of the right to remain silent.

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| <p>SLO #3 Determine various legal rules of procedure from arrest to release to include the courtroom and proper court room procedure.</p> | <p>The 30-point quiz included multiple choice, true/false, and short answer questions regarding the major participants in a criminal trial, jury selection, rules of evidence, and presentation of the case. 14 students took the exam. Here is a breakdown of the results:</p> | <p>The increased engagement seems to be the best indicator of success. I will continue focusing on reaching out to those who are not very engaged to try and increase engagement.</p> | <p>The 86% success rate is represents a 10% increase in student success for online students for this SLO.</p> |
| | <p>12/14 students (86%) received an A, B, or C (scores ranged from 70% to 93%) 2/14 students (14%) received an F (scores ranged from 43% to 67%)</p> | | |
| | <p>Based on this data, 86% of the students demonstrated success by receiving a C 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. 2 students took the exam. Here is a breakdown of the results:</p> | <p>I do not think we can read too much into the data due to the low numbers. However, I do believe that the incorporation of more "real-life" activities helped students get a better grasp on the concepts. I plan to continue these types of activities and hope to have a large enough class in future semesters to</p> | <p>Although I had planned to have the students engage in more group activities, the low number of students made this very difficult to do. However, I was able to give a great amount of individual attention to each student, which really helped them grasp the concepts. Both students did an excellent job on this particular assessment (average grade was 99%)</p> |
| | <p>2/2 students (100%) received an A, B, or C 0/2 students (0%) received a D or an F</p> | | |
| | <p>Based on this data, 100% of the students demonstrated success by</p> | | |

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| 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. | For this course a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLOs as well. 73% of the class or (19 out of 26 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 3 students that struggled throughout the entire term, but did not respond when I reached out to them. | The above indicates that no change is necessary. However, I will continue to look at student activity throughout the course in order to help catch and retain students that desire to remain. I will also continue diligent efforts to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the | No changes were recommended from the previous assessment. |
| | SLO #2 Examine specialized terms associated with the criminal law in America. | For this course a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLOs as well. 73% of the class or (19 out of 26 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 3 students that struggled throughout the entire term, but did not respond when I reached out to them. | The above indicates that no change is necessary. However, I will continue to look at student activity throughout the course in order to help catch and retain students that desire to remain. I will also continue diligent efforts to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the | No changes were recommended from the previous assessment. |

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| SLO #3 | Analyze the basis for the decision of the United States Supreme Court in several landmark criminal law cases. | For this course a 50 question multiple choice final exam in which all questions could be directly linked back to the student learning objectives of the course. In addition, the midterm exam included questions that could be directly linked to the SLOs as well. | The above indicates that no change is necessary. However, I will continue to look at student activity throughout the course in order to help catch and retain students that desire to remain. I will also continue diligent efforts to administratively withdraw students that have no intention of completing. I will continue to examine student learning outcomes with the | No changes were recommended from the previous assessment. |
| | | 73% of the class or (19 out of 26 students) passed the comprehensive multiple choice final exam with a 70% or higher. There were 3 students that struggled throughout the entire term, but did not respond when I reached out to them. | | |
| ADJU 5 | SLO #1 Examine the interrelationships and roles of criminal justice personnel, agencies and the public in community relations and evaluate the importance of their interaction within the community. | Of the 27 active students, 19 students completed the writing assignment. 18 of the 19 students, who completed the writing assignment, received full credit – 50/50 or 100%. 1 of the 19 students, who completed the writing assignment, received no credit – 0/50 due to plagiarism. The remaining 8 students, who failed to complete the assignment received 0 credit. | Between moving the due date for the writing assignment and continuing to send out reminders and reaching out to students, the goal is to increase student participation. Routinely update assignment to address current topics. | Reminders via emails and numerous online postings reminding students of writing assignment, have helped with the student's completion of the assignment. The final is now due between the mid-term and the final. I will be seeking additional options to encourage student's participation. |
| SLO #2 | Differentiate between public relations and community relations. | Of those who completed the assignment, it was apparent the students relied on the text, as well as, Of the 27 active students, 23 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 4 students received 0/10 points or 0%, since they failed to complete the assignment. Of those students who completed the assignment, it was apparent they understood the assignment and were | Continuously updating the topic and providing additional media. | There have been numerous postings, email reminder, and contacts with students regarding the writing assignment, which appears to keep students engaged. Remaining active and providing feedback to students to keep them engaged. Additional emails and reminders were sent to students to increase participation. Continuously updating the discussion questions with current topics allowed students to relate to the subject matter and become more engaged in the lesson. |

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| | SLO #3 | Evaluate psychological factors affecting police-community relations and examine proper communication skills in police/community | See SLO 1 Summary | See SLO 1 Changes | See SLO 1 Results |
| ADJU 7 | SLO #1 | Determine basic scientific methods used in a criminal investigation and discuss the basic concepts of performing a criminal investigation | <p>This assignment required students to explain to properly collect various items of evidence and to minimize contamination of this evidence. Students also explained how to conduct a preliminary investigation of a homicide investigation, including how to interview witnesses and interrogate suspects. 7 students participated in this assignment. Here is the breakdown of the results:</p> <p>7/7 students (100%) received an A, B, or C 0/7 students (0%) received D or an F</p> | <p>The above data indicates that the students understood the concepts involved in performing a criminal investigation, including both scientific collection methods and interviewing/interrogation techniques. Next semester I plan to incorporate more interactive projects for interviews and interrogation.</p> | No prior assessment |
| | SLO #2 | Differentiate between specialized terms associated with a criminal investigation. | <p>Based on this data, 85% of the students 7 students took the final exam. Here is a breakdown of the results:</p> <p>7/7 students (100%) received an A, B, or C 0/7 students (0%) received D or an F</p> | <p>The data shows that the students understood and were able to differentiate between specialized terms associated with a criminal investigation. Student engagement throughout the semester was the key to student success. In addition to having students process a crime scene, they learned techniques by being actively involved in classroom discussions concerning criminal investigations of homicides, rapes,</p> | No prior assessment |

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| SLO #3 | Evaluate the importance of proper evidence handling procedures. | This assignment required students to view 9 pieces of evidence from a mock crime scene and then explain how to collect and package each item of evidence. The students were also asked to explain what they would do as follow-up testing for each piece of evidence. This portion of the assignment required students to explain what they could learn from the additional testing. 7 students completed the assignment. | The data indicates that the students were able to evaluate and understand the importance of proper evidence gathering techniques. The students were able to demonstrate their understanding by explaining the proper techniques for different types of evidence. Next semester, I plan to have students participate in the gathering of particular types of | No prior assessment |
| ADJU 8 | SLO #1 Analyze the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its interdisciplinary nature. | Of the 37 active students, 21 students completed the writing assignment. 20 of the 21 students, who completed the writing assignment, received full credit – 50/50 or 100%. 1 of the 21 students, who completed the assignment, received 0/50 or 50% points for having problems with the assignment, such as plagiarism. | Continue with numerous reminders regarding writing assignments, to encourage increased participation. Routinely update assignment to address current topics. Move the assignment to earlier in the class to encourage more participation. | Emails and numerous online postings reminding students of writing assignment were sent. Student were also dropped who failed to participate, not matter how much outreach was provided. |
| 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 those who completed the assignment it was apparent the Of the 37 active students, 32 students participated in the discussion board and received credit (10/10 or 100%) for the assignment. 5 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 | 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. |

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| | SLO #3 | Examine the complexity of social, political, and economic systems and problems and develop ways to contribute to the solution of such problems as they involve the juvenile | See SLO 1 Summary | See SLO 1 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 and CPR requirements | 100% students (total of 52) reached the goal | Same | 100% - Same to the last term |
| | | | All of the 52 students (100%) passed SLO 1 is based on national standards of the American Red Cross. Average score was 96%. All 3 students received a B or higher No single question was missed by more than 50% of students. | Same Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. No changes are warranted at this point | 100% Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. No changes are warranted at this point. |
| | SLO #2 | The student will fulfill the American Red Cross Adult, Cardiopulmonary Resuscitation requirements for certification. | SLO 2 is based on national standards of the American Red Cross. Average score was 96%, the same as last semester. All 3 students received a B or higher. No particular module was missed by a large number of students | At this time, we are continuing to address all modules adequately. | Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. Students continue to average above the 90th percentile therefore, no changes are needed at this time |
| | SLO #3 | The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for | 100% of 54 students passed the final exam with at least 80 points (ARC standards) | Same as usual | Same |
| | | | SLO 3 is based on national standards of the American Red cross. Average score was 96%. All students passed with a B or higher No particular module or question was missed by a large number of students. | At this time, we are continuing to address all modules adequately. | Individual questions missed by more than 50% of students were analyzed and changes made to improve those areas. There were not questions missed by more than 50% There are no clear issues to explain the increase from last semester; therefore, I feel no changes are needed at this time |

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| AHLT 55A | SLO #1 | Utilize assessment findings to identify and treat illness/injury | 11 students reached the final exam stage for completion of this course. 9/11, 82%, of the students successfully completed this SLO. 2/11, 18%, students were not successful in achieving this SLO. 2 students did not | There were no changes from the previous assessment. | There were no changes from the previous assessment. |
| | SLO #2 | Successfully perform the skills required by NREMT for certification. | 11 students reached the Skills Performance stage for completion of this course. 11/11, 100%, of the students successfully completed this SLO. 2 students did not attempt the Skills Performance | There were no changes from the previous assessment | There were no changes from the previous assessment |
| | SLO #3 | Display behavior consistent with the ethical standards of EMS. | All students demonstrated behavior consistent with this SLO. | There were no changes made from previous assessments. | There were no changes made from previous assessments. |
| AHLT 62A | SLO #1 | Utilize assessment findings to identify and treat illness/injury. | 1 student enrolled in class and successfully completed this SLO. | There were no changes made to this class. | There were no changes made to this class. |
| | SLO #2 | Successfully perform the skills required by NREMT for certification. | 1 student enrolled in class and successfully completed this SLO. | There were no changes made to this class. | There were no changes made to this class. |
| | SLO #3 | Display behavior consistent with the ethical standards of EMS. | 1 student enrolled in class and successfully completed this SLO. | There were no changes made to this class. | There were no changes made to this class. |
| AHLT 63 | SLO #1 | The student will demonstrate the role of a citizen responder in regard to the skills necessary to help sustain life and minimize the consequences of injury or sudden illness until advanced medical care arrives by fulfilling the American Red Cross cardiopulmonary | All of the 46 students from these 3 classes perform the demonstration accurately (100%) | Same | Same as last semester |
| | | | SLO 1 is based on national standards of the American Red Cross. Average score was 97%. All 3 students passed with a B or higher. No question was missed by more than 50% of students. | Based on this data, no changes are needed at this time. | Individual Questions <50% were analyzed and changes made to improve those areas. The average score was slightly higher (1%) than last session, the difference is not significant enough to warrant making any changes to the lessons |

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| SLO #2 | The student will fulfill the American Red Cross Adult, Child, and Infant Cardiopulmonary Resuscitation requirements for certification | 100% of students (46) passed the final | Same | Same as last semester |
| SLO #3 | The student will fulfill the American Red Cross Adult Automated External Defibrillation (AED) requirements for | SLO 2 is based on national standards of the American Red Cross. Average score was 95%. This is the same as the last semester. All 3 students received a B or higher No question was missed by more than 50% of students SLO 1 is based on national standards of the American Red Cross. Average score was 97%. All 3 students passed with a B or higher. No question was missed by more than 50% of students. | No changes are needed at this point, based on the statistical data. ased on the current average scores, no changes are needed. | Individual Questions <50% were analyzed and changes made to improve those areas. Since no one question was an issue for any of the students and all students are above the 90% no changes are warranted at Individual Questions <50% are analyzed and changes made to improve those areas. There is no particular area in need of changes at this time. |
| ARTS 1 SLO #1 | Students will be able to distinguish specific works of art and stylistic characteristics of the art of western cultures from Paleolithic times to the Gothic Era. | 23 out of 23 completing the class received a passing grade. | Although the essay questions provide a comprehensive method for achieving goals, I am planning on creating a multiple, fill in the blank test that will provide additional questions. I | Same quizzes. |
| 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. | 7 students achieved a high degree of art recognition, 18 a good recognition, 5 passable, 1 received Ds and 4 failed. 14 students participated fully in the discussions and shared their understandings of how the artwork illustrated the philosophy, theology and cultural mores of the arts from early history to the Gothic era. 4 passed with an adequate participation and understanding and 16 did not do 23 out of 23 completing the class received a passing grade. | Students need more instruction on researching There needs to be some way for the instructor to know how many students read and understand the posts in the instructor's posting area. Change to Canvas LMS may help with None | Results for the quiz showed more B's and fewer A's. Participation was slightly less than previous classes. None. I found the 6 page term paper to be an effective method of evaluation for achieving SLO. |

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| | 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 | 23 out of 23 completing the class received a passing grade. | Effective assignment for meeting goals. | None |
| | | | 23 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. 12 students did not do the assignment | No changes are indicated for this SLO | 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. | Most of the students did quite well on this and some did exceedingly well. 75% scored 90-100. 20% scored 80-90. 5% scored 70-80. | Although the students did well on this assignment there was some trepidation on their part and fear of failure it the biggest problem I face when teaching painting. In future I plan on starting with some elementary exercises in paint handling and rendering. They aren't necessary for technique as much as they are for confidence | No changes made here from previous semester. This is used as an introductory and skill level assessment assignment. |

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| 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 did well with this assignment; although, initially, they were either not enthusiastic about or intimidated by the subject matter. 60% 90-100. 30% 80-90. 10% 70-80. | The purpose of this assignment is to give the students some experience with linear and atmospheric perspective. In future, I think I'm going to separate this into a landscape assignment and a linear perspective assignment. I think it will be less daunting. Although most of the students enjoyed the assignment and were very pleased with the results when finished there was still a fear factor at play. | No changes made to the actual assignment but it was introduced later in the semester. |
| SLO #3 | Students will research and analyze different painting styles from past periods. | 80% 90 –100. 15% 80-90. 5% 70-80. | Students seemed to find this project less intimidating because they had a style example to copy. (The assignment was to paint in the style of an artist they admired). It was something they found enjoyable but were not as proud of the results as they were with paintings they made themselves, so to speak. I will probably introduce this earlier in the semester with the technical | Assignment was given as a painting project rather than a report/presentation to class. |

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| ARTS 18A | <p>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.</p> <p>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.</p> <p>SLO #3 Students will become active, sharing, participants in the ongoing maintenance of ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group clean-up, and the efficient use</p> | <p>18A: 26 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 5 students were given Bs for projects that had minor flaws in design. 1 C was given for pottery projects completed whose pieces did not function well.</p> <p>All three levels, a,b, and c, have the same assignments for a sketchbook. 25 students out of 47 completed this assignment with As, doing it with full understanding and following instructions. 15 did the assignment with mixed understanding of the purposes. 7 students did not take advantage of the process to stimulate new ideas through research about what has been done before.</p> <p>All the students participated in final clean-up and in the organization and cooperation of the studio.</p> | <p>Data indicates that ceramics is an ongoing process of developing mastery and discipline. Some of the advanced students chose projects that were perhaps too challenging and had some difficulty. They continued to help beginner students. Data indicates an increase in working more hands on, Perhaps a class trip to the library with direct sketching demo in the library would stimulate better understanding of the purposes of this assignment and slo. Data indicates students see this as an assignment to get done at the last minute to fulfil a requirement rather than as an aid to enhanced creativity. Students might understand this better if actual ceramic history books are used</p> <p>Continued encouragement for studio cooperation and responsibility</p> | <p>The number of demonstrations was increased. Advanced students continued to tutor beginners.</p> <p>Sample sketchbooks were shown and students were encouraged to do this work early in the semester.</p> <p>None</p> |
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| ARTS 18B | SLO #1 | Students will refine their ability to form clay, expanding their skills of hand building and throwing on the potter's wheel. Students will experience alternative low firing techniques, joining the ranks of indigenous and primitive potters throughout history. | 18B: 4 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 6 students were given Bs for projects that had minor flaws in design. 1 C was given for pottery projects completed whose pieces did not function well. | Data indicates that ceramics is an ongoing process of developing mastery and discipline. Some of the advanced students chose projects that were perhaps too challenging and had some difficulty. They continued to help beginner students. Data indicates an increase in working more hands on, Perhaps a class trip to the library with direct sketching demo in the library would stimulate better understanding of the purposes of this assignment and slo. Data indicates students see this as an assignment to get done at the last minute to fulfil a requirement rather than as an aid to enhanced creativity. Students might understand this better if actual ceramic history books are used | The number of demonstrations was increased. Advanced students continued 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. | All three levels, a,b, and c, have the same assignments for a sketchbook. 25 students out of 47 completed this assignment with As, doing it with full understanding and following instructions. 15 did the assignment with mixed understanding of the purposes. 7 students did not take advantage of the process to stimulate new ideas through research about what has been done before. | Continued encouragement for studio cooperation and responsibility. | Sample sketchbooks were shown and students were encouraged to do this work early in the semester. |
| | SLO #3 | Students will become active, sharing, participants in the ongoing maintenance of a ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group clean- up, and the efficient | All the students participated in final clean-up and in the organization and cooperation of the studio. | None | |

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| ARTS 18C | SLO #1 (Goldstein) | Students will develop the ability to form clay, developing advanced skills of throwing on the potter's wheel, low and high fire glazing. Students will also learn the vocabulary specific to the potter's craft. | 18C: 3 students understood and demonstrated their design and aesthetic capabilities and received an A for their projects. 1 student was given Bs for projects that had minor flaws in design. | Data indicates that ceramics is an ongoing process of developing mastery and discipline. Some of the advanced students chose projects that were perhaps too challenging and had some difficulty. They continued to help beginner students. Data indicates an increase in working more hands on, Perhaps a class trip to the library with direct sketching demo in the library would stimulate better understanding of the purposes of this assignment and slo. Data indicates students see this as an assignment to get done at the last minute to fulfil a requirement rather than as an aid to enhanced creativity. Students might understand this better if actual ceramic history books are used | The number of demonstrations was increased. Advanced students continued to tutor beginners. |
| | SLO #2 (Goldstein) | Students will become conscious of and familiar with their own creative process and how their process is a part of human ceramic creativity throughout time. | All three levels, a,b, and c, have the same assignments for a sketchbook. 25 students out of 47 completed this assignment with As, doing it with full understanding and following instructions. 15 did the assignment with mixed understanding of the purposes. 7 students did not take advantage of the process to stimulate new ideas through research about what has been done before. | Continued encouragement for studio cooperation and responsibility. | Sample sketchbooks were shown and students were encouraged to do this work early in the semester. |
| | SLO #3 (Goldstein) | Students will become active, sharing, participants in the ongoing maintenance of a ceramic studio including safety, equipment care, proper placement of their work at different stages, individual and group clean-up, and the efficient | All the students participated in final clean-up and in the organization and cooperation of the studio. | Continued encouragement for studio cooperation and responsibility. | None |

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| 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 | 9 students achieved a high degree of art recognition, 11 a good recognition, 12 passable, 3 received Ds and 6 failed. | Students need more instruction on researching | Results for the quiz showed more B's and fewer A's |
| | 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. | 17 students participated fully in the discussions and shared their understandings of how the artwork illustrated the philosophy, theology and cultural mores of the arts from early history to the Gothic era. 15 passed with an adequate participation and understanding and 6 did not do | There needs to be some way for the instructor to know how many students read and understand the posts in the instructor's posting area. Change to Canvas LMS may help with | Participation was typical. |
| | 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 | 25 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. 4 did an adequate job and 12 students did not do the assignment. | No changes are indicated for this SLO | No changes |
| ARTS 3 | SLO #1 (Allebes) | 1 Explain the meaning of ordinary art terms 2 Understand Elements & Principles of 2D Design 3 Apply basic design elements in everyday living 4 Handle a variety of art materials and deduct which materials would be the most appropriate to a particular artistic end. 5 Use design to serve as a vehicle for the expression of personal emotions and | 13/15 or 86.67% of the students completed all of the assignments with a "C" or greater demonstrating a satisfactory of skill. 2/15 or 13.33 of the students did not complete the portfolio expectations because of absents. | Though I have no previous data to draw from, I feel that many students found that Value and Color assignment as very challenging. In the future I will show past student work as well as change the medium for this assignment. | This is the first time I have taught Design at Barstow. So I have no previous data to draw from. |

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| ARTS 7 SLO #1 | Students will integrate the elements of art and relational viewing to create still life drawings. | 8 students understood and demonstrated their design and aesthetic capabilities and received an A for their drawing. 1 student was given a B for drawings that had minor flaws in design. 3 Cs were given for basic understanding. 1 D was given for work done poorly and sporadically and three students failed due to lack of consistent | Seven students had attendance problems in this class, much more than usual. Attendance improved temporarily after a warning e-mail was sent but then it dropped off again. Those students who attended | More demonstrations required. |
| SLO #2 | Students will combine the basic laws of linear perspective and compose drawings of interiors and buildings. | 10 students out of 17 completed this assignment with full understanding of the basic rules of linear perspective. 3 grasped most of the rules and 4 did not show up. | Increase the number of demonstrations. Increase attendance discipline in some way. | |
| SLO #3 | Students will analyze drawings of masters past and present and assimilate effective techniques. | 9 of the students understood and did drawings indicative of the style researched. 8 did not show up at this time in the class. | Either this was a difficult class for many or more stringent discipline is required by spending more one-on-one | |
| 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. | 28/34 or 82% of the students completed these weekly assignments with scores 75% or above. The average score of this SLO was 86%. | This SLO still actively works. Since students participate very well, I should continue this important SLO next semester by enriching it. I will expand the discussions by asking more questions and will encourage the students to participate more by | I have made the discussions more critical thinking (less objective) and have expanded them by asking questions since last year. This idea has inspired and motivated the students. Also, I have encouraged students' participations by my comments on their posts. As a result, I see 100% participation with a very high average score (86%). |
| | | 34/35 or 97% of the students completed these weekly assignments with scores 75% or above. The average score of this SLO was 94%. | This SLO still actively works. Since students participate very well, I should continue this important SLO next semester by enriching it. I will expand the discussions by asking more questions and will encourage the students to participate more by | I have made the discussions more critical thinking (less objective) and have expanded them by asking questions since last year. This idea has inspired and motivated the students. Also, I have encouraged students' participations by my comments on their posts. As a result, I see 100% participation with a very high average score (94%). |

35/37 or 95% of the students completed these weekly assignments with scores 75% or above. The average score of this SLO was 93%.

This SLO still actively works. Since students participate very well, I should continue this important SLO next semester by enriching it. I will expand the discussions by asking more questions and will encourage the students to participate more by

I have made the discussions more critical thinking (less objective) and have expanded them by asking questions since last year. This idea has inspired and motivated the students. Also, I have encouraged students' participations by my comments on their posts. As a result, I see 100% participation with a very high average score (93%).

SLO #1 had a mean score of 68% based upon overall results of the Final Exam. This was a definite increase over last semester. 8 out of 12 students successfully passed this SLO.

Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. If a Student Tutor cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office

Individual questions on the exams were less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A student tutor could not be located and/or approved by Tutorial Services in order to assist students with the class, therefore, the instructor continued to offer to individually tutor students either on a one-on-one basis or in groups during his office hours. Students had access to a new online website associated with the textbook in order to prepare for the exams in the course. This enabled all students in the class to have access to animated flashcards, an online glossary, chapter outlines, and

The percentage of correct answers was 86% (the sample was 7 students)

Outcome very good – no changes planned

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| <p>SLO #2 Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.</p> | <p>SLO #2 had a mean score of 68% based upon overall results of the Final Exam. This was a definite increase over last semester. 8 out of 12 students successfully passed this SLO.</p> | <p>Individual questions on the exams where less than 50% of the students scored correct will continue to be analyzed and changes will be made to improve those questions and/or areas of instruction. If a Student Tutor cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office</p> | <p>Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be located and/or approved by Tutorial Services in order to assist students with the class, therefore, the instructor continued to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. Students had access to a new online Website associated with the textbook in order to prepare for the exams in the course. This enabled all students in the class to have access to animated flashcards, an online glossary, chapter outlines, and</p> |
| | <p>The percentage of correct answers was 57% (the sample was 7 students)</p> | <p>Greater emphasis on pertinent subject may be wise, although the statistical sample is too low to be particularly</p> | |
| | <p>There were 8 weekly assignments with the average score for the class (excluding the nine failed students) 71%. The average score for the Midterm exam was 65% and for the Final exam was 72%.</p> | <p>The histograms of the grades for these three assessment methods demonstrate a fair distribution based on content knowledge and test taking skills in this course. Therefore, I will continue these assessment methods next semester. I will continue to clarify the restrictions on the exams</p> | <p>I continued to clarify the restrictions on the exams for the students so that they took the exams better. As a result, almost all the students who took the Midterm and Final exams passed the course.</p> |

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| | <p>There were 8 weekly assignments with the average score for the class (excluding the two failed students) 62%. The average score for the Midterm exam was 61.4% and for the Final exam was 65.6%.</p> | <p>The histograms of the grades for these three assessment methods demonstrate a fair distribution based on content knowledge and test taking skills in this course. Therefore, I will continue these assessment methods next semester. I will continue to clarify the restrictions on the exams</p> | <p>I clarified the restrictions on the exams for the students so that they took the exams better. As a result, all the students took the Midterm exam and only three students didn't take the Final exam.</p> |
| | <p>There were 8 weekly assignments with the average score for the class (excluding the two failed students) 68%. The average score for the Midterm exam was 64% and for the Final exam was 68%.</p> | <p>The histograms of the grades for these three assessment methods demonstrate a fair distribution based on content knowledge and test taking skills in this course. Therefore, I will continue these assessment methods next semester. I will continue to clarify the restrictions on the exams</p> | <p>I continued to clarify the restrictions on the exams for the students so that they took the exams better. As a result, all the students took the Midterm exam and only one student didn't take the Final exam.</p> |
| <p>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</p> | <p>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 82.1% and only 6 students did not turn in their papers</p> | <p>Supporting the students during their researches contributes a lot on their success rate in this assignment. I will definitely continue to support them during the semester by supervising them and giving more feedbacks.</p> | <p>I gave more feedbacks to the students and they implemented them. As a result, 83% of the students turned in their papers. I received 29/35 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.</p> |

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 85% and only one student (excluding failed students) revealed a good understanding of the issues discussed and contributed new perspectives.

Supporting the students during their researches contributes a lot on their success rate in this assignment. I will definitely continue to support them during the semester by supervising them and giving more feedbacks.

Supporting the students during their researches contributes a lot on their success rate in this assignment. I will definitely continue to support them during the semester by supervising them and giving more feedbacks.

None indicated

I gave more feedbacks to the students and they implemented them. As a result, 86% of the students turned in their papers. I received 32/37 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.

I gave more feedbacks to the students and they implemented them. As a result, almost all of the students turned in their papers (excluding failed students). I received 24/25 (excluding failed students) 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.

SLO #3 had a mean of 84% based on the results of one Sky Journal Project. This was a slight decrease from the results last semester. 8 out of 10 students successfully passed this SLO. Two students did not complete the assignment.

Students were required to visit an observatory near their physical location for visual telescopic observations and submit a report about their experiences there. 19/34 students (9 students failed the course and did not turn in the report) submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 28/34 students submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 28/35 students submitted their assignments and the

A Library Research Tutorial will definitely be scheduled with the addition of an actual exercise for the students to complete as part of the tutorial experience. Students will be required to submit a "camera ready" example of one page from their Sky Journal Project at an appropriate time Mid-semester so that the instructor can assess the participated students performed very well in these assignments and I will encourage more students to participate next semester.

The participated students performed very well in these assignments and I will encourage more students to participate next semester.

Students had access to an online Website associated with the textbook in order to help with the successful completion of this project in the course. This enabled all students in the class to have access to Exploration Web links, a calendar of upcoming astronomical events, and a guide to the constellations. A Library Tutorial and accompanying Library Exercise could not be conducted this semester due to scheduling conflicts. This may have contributed to the decrease in overall class performance on the SLO.

I helped the students to find and reach to an observatory near where they live case by case. With an added training video to the assignment, students could understand and answer it better. Also, due to weather conditions, I extended the deadlines. As a result, the students understood these two assignments better and performed better comparing to the last time. 82% participated in the Observation Assignment.

I helped the students to find and reach to an observatory near where they live case by case. With an added training video to the assignment, students could understand and answer it better. Also, due to weather conditions, I extended the deadlines. As a result, the students understood these two assignments better and performed better comparing to the last time. 80% participated in the

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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. | Students were required to visit an observatory near their physical location for visual telescopic observations and submit a report about their experiences there. 25/37 students submitted their reports and successfully received the full score. Also there was an observational assignment on star and constellation identification by naked eye. 35/37 students submitted their assignments and the SLO #1 had a mean of 75% based on 14 Lab Reports. This was on par with the results from last semester. 14 out of 18 students successfully passed this SLO. | The participated students performed very well in these assignments and I will encourage more students to participate next semester. Students will continue to be given a Survey at the end of the course to rate the quality and effectiveness of each Laboratory experience, and changes/deletions may be made based upon the results of this survey. Based upon the results from this semester the following corrective actions will be taken next semester: Three Labs will be deleted. Some of the existing labs will now be spread out over two-nights in order to give the students additional time to complete them. A new graded Library Research Laboratory Activity will be | I helped the students to find and reach to an observatory near where they live case by case. With an added training video to the assignments, students could understand and answer it better. Also, due to weather conditions, I extended the deadlines. As a result, the students understood these two assignments better and performed better comparing to the last time. 95% participated in the Students were given a Survey at the end of the course to rate the quality and effectiveness of each Laboratory experience, and changes/deletions were made based upon the results of this survey. Based upon the results from last semester the following corrective actions were taken: One Lab was deleted and another assignment substituted in its place. A New Library Research Laboratory Exercise could not be implemented due to scheduling conflicts with the Library. Another lab was changed/altered in a way that better facilitated student learning. |
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| | 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 82% based on one Sky Journal Project. This was on a slight increase on the average score from last semester. 15 out of 18 students successfully passed this SLO. | For next semester, students will work in small groups (instead of individually) on the Sky Journal Project as an experiment to see if there is a marked increase in student learning. | Students had access to an online Astronomy Website in order to help with the successful completion of this project in the course. This enabled all students in the class to have access to Exploration Web links, a calendar of upcoming astronomical events, and a guide to the constellations. Students continued to work individually (instead of in small groups) on the Sky |
| | 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 80% based upon a single Oral Presentation. This represented a measurable decrease in the overall average score from last semester. 12 out of 18 students successfully passed this SLO. | Next semester the students' presentations for their astronomical research will definitely be conducted over a span of two nights. This will allow greater flexibility in scheduling the speeches, while also providing the opportunity for longer and more complex presentations as well. Library Tutorials will resume with the addition of an actual graded Library Laboratory | The oral presentations were conducted over one night instead of the planned two nights due to scheduling conflicts. The Library Research Tutorial as well as the Library Laboratory Exercise were not conducted due to scheduling conflicts with the Library. |
| ATHL | 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 100% 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 | No changes at this time | |

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| | 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 20 | SLO #1 | Cognitive: Students will learn and demonstrate underlying fundamentals and rules related to their specific sport | SLO #1 was based on demonstration of the basic fundamentals and rules of college basketball. 100% of the students were able to satisfactorily demonstrate the basic fundamentals and knew the rules at a 100% rate | No changes at this time. |
| | SLO #2 | Students will learn the value and impact of a good strength and conditioning program and how that translates into success on the hardwood floor | SLO #2 is based on class participation as well as proper rest and nutrition away from class. Game-like activities are used to allow students to demonstrate their strength, stamina and ability to execute basketball drills | No changes at this time. |
| | SLO #3A | Students will perform basic, leading up to advanced agility, dexterity and coordination drills necessary to play intercollegiate basketball. | SLO#3 was based on acquiring the dexterity, agility and coordination necessary to play intercollegiate basketball. 100% of the students participated and were able to perform the required task at a basic level and only 60% could perform the tasks at an advanced level. However, this is a very | |
| ATHL 3 | SLO #2 - | Affective: Students will display integrity, honor, teamwork, fair play, and sportsmanship during practice and intercollegiate play | 31 of 31 students met the goals for 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 | 31 of 31 students met the goals of this SLO | No changes needed. |

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| SLO 1 | Cognitive: Students will demonstrate superior competency within the sport; as well as learn the rules of the game as disseminated by the CCCAA. The understanding of the underlying knowledge, concepts, and theories associated with the sport which may include: offensive, defensive, and | 31 of 31 students met the goals for this SLO No changes needed. |
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| ATHL 31 | SLO #1 (Walker) | <p>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</p> <p>2. Affective: Students will learn to value superior fitness training (in season and out of season) for specific sport. Core Competency: Personal/Professional Development Assessment Methods: Demonstration Rubric: Skill tests assessed by agreed upon athletic department checklist analytical rubrics: formative and summative</p> <p>3. Psychomotor: Students will learn and demonstrate competency and improvement in fitness related components specific to sport including: cardiovascular, efficiency, muscular strength, muscular endurance, flexibility, and body composition. Core Competency: Personal/Professional Development Assessment</p> | <p>Students maintained 70% of their rep max at the end of the semester from end of previous semester. Students showed similar strength gained prior to season and maintained strength through college baseball season.</p> | <p>No changes needed.</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> |
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| AUTO 51A | SLO #1B | Identify shop tools, shop equipment, their function and safe use of | Quiz #1: (10 Students) 06 @ 100%, 02 @ 97.5%, 01 @95%, 01 @87.5% | None | No changes made from previous assessment |
| | SLO #2B | Identify vehicle components, systems and their functions | Quiz #2 through 20: (07 Students) 01 @ 100%, 02 @ 98%, 01 @ 97%, 01 @ 83%, 01 @ 82%, 01 @72 %. Final exam: (07 Students) 01 @ 100 %, 01 @ 99 %, 02 @ 96%, 01 @ 91 %, 01 @ 87 %, 01 @86 %. | None | Quizzes remained at a total of 19 |
| | SLO #3.1 | Learn Maintenance and Service Procedures | “Safe Operation and Technical Skills.” “Safe Operation” (07 Students) All Students @ 100%. “Technical Skills” (07 Students) 01 Student @ 100%, 03 Students @ 90%, 03 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 – 8/10 or 80% of the students successfully completed this assignment with a “C” or higher, 2/10 or 20% of the students failed. 10 Students tested Average score 78.5% | 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 #2 (A) | Explain circuit types, schematics, capacitance, magnetism, become familiar with ASE testing | Written Quiz - 9\10 or 90% of the students were successful with this assignment with a “C” or higher, 1/10 or 10% of the students failed. 10 Students tested Average score 79.5% | Current assessment method meets industry standards and is effective in evaluating student competency. | Incorporated more interactive hands on from last action plan. Clearly the more the students build their own circuits, the better and quicker they understand. 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 - 8\10 or 80% of the students were successful with this assignment with a “C” or higher, 2/10 or 20% of the students failed. 9 Students tested Average score 80.0%. 1 Student did not take the final. | Current assessment method meets industry standards and is effective in evaluating student competency. | Incorporated more interactive hands on from last action plan. Clearly the more the students build their own circuits, the better and quicker they understand. 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 – 8/10 or 80% of the students successfully completed this assignment with a “C” or higher. 2/10 or 20% of the students failed. 10 Students tested Average score 78.5% | Current assessment method meets industry standards and is effective in evaluating student competency. | No changes. Average class grade will be analyzed to determine if average is below 70% if so, the curriculum will be changed to raise the bar. |

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| | SLO #2 | Explain brake system components, repair procedures and become familiar with ASE testing | Written Quiz - 6\10 or 60% of the students were successful with this assignment with a "C" or higher. 4/10 or 40% of the students failed. 8 Students tested Average score 80.25%. 2 students did not take the midterm | 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 – 5/10 or 50% of the students were successful with this assignment with a "C" or higher, 5/10 or 50% of the students failed. 7 Students tested Average score 78.0%. 1 student did not show up for the final. 2 students stopped attending after class 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 #1A | Shop safety, fire, hazardous materials handling | 17 students tested, 88% passed with a C or better. 12% or 2 students did not. | Apply same methods and continue "first shooter" training | |
| | SLO #2A | Explain emission system operation | 82% passed with a C or higher, 18% (3 students) failed by not doing it | I consider the class involvement in discussions then decide to use this or not. | I was able to get better results on the following quizzes because they did this assignment. |
| | SLO #3A | Lab assessment | 71% passed this with a C or higher, 29% or 5 students rarely showed effort and scored low | NHRA field trip definitely helped but need more to maintain excitement about topic. | Difficult to get this class to engage in the hands-on and I tried several methods. |
| 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 71% success rate with a 70% or higher, 29% eared a 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 motornool | 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: 82% success rate with a 70% or higher, 18% eared a 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 motornool | 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 motornool | Military expressed an interest in developing initial Inspection skills. Added 609 certification. |

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| AUTO 64 | SLO #1 | Identify tools, special tools, and engine components and functions. | Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 100% success rate with a 70% or higher. Quiz 3: 100% success rate. Final 85% success rate with a 70% or higher, 15% earned a 60-69%. | I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool | No changes. |
| | SLO #2 | Identify Fuel Injection Components and Learn troubleshooting, Diagnosis, and Service Steps. | Quiz 4: 90% success rate with a 70% or higher, 10% earned a 60-69%. Quiz 5: 75% success rate with a 70% or higher, 25% earned a 60-69%. Workbook questions: 100% success rate with 70% or higher. Review Questions: 100% success rate with 70% or higher. Final: 95% 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 #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 | ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 95% success rate on Lab Final, 5% earned a 60-69%. 100% success rate on presentations. | I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool. | No changes |
| AUTO 65 | SLO #1 | Identify tools and their functions. | Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 82% success rate with a 70% or higher, 18% of students earned 60-69%. Quiz 3: 100% success rate. Final 94% success rate with a 70% or higher, 6% of students 60-69% | More hands on with military equipment. | No changes |
| | SLO #2 | Identify electrical troubleshooting procedures and diagnosis steps. | Quiz 4: 88% success rate with a 70% or higher, 12% earned a 60-69%. 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: 82% success rate with a 70% or higher. 28% of | I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool. | No changes |
| | SLO #3 | Recognize electricity's natural processes and science. Become familiar with AT-6 and T-7 testing recommendations and practice testing | ASE Questions: 100% success rate with a 70% or higher. Workbook questions: 100% success rate with a 70% or higher. 73% success rate on Lab Final, 27% earned a 60-69%. 100% success rate on presentations | I feel the need to incorporate much more lab. At this point in the class I did not have the authorization to work in the motorpool | No changes |

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| AUTO 67 | SLO #1 | Identify tools and their functions | Quiz 1: 100% success rate with a 70% or higher. Quiz 2: 79% success rate with a 70% or higher. 21% earned 60- 69%. Quiz 3: 85% success rate, 15% eared a 60- 69%. Midterm 63% success rate with a 70% or higher and 37% eared a 60- 69%. | More hands on with military equipment. | No changes |
| | SLO #2 | Identify components and functions in regards to diesel auxiliary systems and learn troubleshooting, diagnosis, and service procedures | Quiz 4: 84% success rate with a 70% or higher, 16% eared 60- 69%. Quiz 5: 74% success rate with a 70% or higher, 26% eared 60- 69%. Final: 89% success rate with a 70% or higher and 11% earned a 60-69% | More hands on with military equipment. | No changes |
| | SLO #3A | 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. 95% success rate on Lab Final with a 70% or higher, 5% eared 60-69%. 100% success rate on presentations | More hands on with military equipment. | No changes |
| AUTO 70 | SLO #1A | The student shall learn the proper and safe use of tools and shop equipment associated with medium and heavy duty vehicles while being compliant with local, state and federal | The data indicates that all students were successful in completing this SLO with a grade of B or higher | The above data indicates that no changes are necessary for continued student success. | No changes. |
| | SLO #2A | The student will obtain an operational knowledge of diesel steering, suspension and brake systems and demonstrate proper repair procedures | The data indicates that all students successfully completed this SLO with a letter grade of C or better. | The above data indicates that no changes are necessary for continued student success. | |
| | SLO #3A | The student will become acceptably knowledgeable and obtain the skills necessary to obtain employment in the diesel service field and be prepared for ASE testing | The data indicates that all students successfully completed this SLO with a letter grade of C or better. The class average for the written assessments was 76% which is 12 points lower than the class average for lab assessment results of 88% | The above data indicates that more emphasis needs to be placed on the text material for greater student success concerning this SLO. | The assessment methods were not changed, however, this class was the first to use the newly adopted textbook which has much greater detail and depth of subject matter. |

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| <p>BADM SLO #1 1</p> | <p>Understand the elements of contractual obligations and how to recognize these requirements.</p> | <p>Spring 2017: 95% completed their mid-term and final. I made both of their exams open book and open note and it seemed as though this helped them retain some of the information. I do know that because this course is 9 weeks and has so much information to cover it is very difficult for students to grasp everything, but these students did a great job. They showed that they understood the content of the course and they seemed eager to take what they did learn with them in their workplace/classroom. The remaining 5% either neglected to complete both their Mid-Term and their final or one of them, making their grades suffer.</p> <p>Spring 2017: 97% completed their mid-term and final. I made both of their exams open book and open note and it seemed as though this helped them retain some of the information. I do know that because this course is 9 weeks and has so much information to cover it is very difficult for students to grasp everything, but these students did a great job. They showed that they understood the content of the course and they seemed eager to take what they did learn with them in their workplace/classroom. The remaining 3% either neglected to complete both their Mid-Term and their final or one of them, making their grades suffer.</p> | <p>The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade. They need to also be sure that as we are going through the course that they are memorizing or at least the bolded theories that we go through each chapter so that when the Closed book final comes.</p> <p>The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade. They need to also be sure that as we are going through the course that they are memorizing or at least the bolded theories that we go through each chapter so that when the Closed book final comes.</p> | <p>The only changes that were made in this course was Open Book/Open Note for the final. This was the first semester that I made it Closed Book and Open Note. The rubric is still encouraged for students to follow.</p> <p>The only changes that were made in this course was Open Book/Open Note for the final. This was the first semester that I made it Closed Book and Open Note. The rubric is still encouraged for students to follow.</p> |
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| <p>SLO #1 (Pasley) Understanding of constitution and its applicability to business transactions.</p> | <p>41 % of the students enrolled assessed at 70% or better; 32% of the students enrolled assessed between 60 and 69%; the remaining 27% assessed below 60%</p> | <p>The midterm was revised to include primarily critical thinking and short answer responses. The results of the assessment indicates to me that I will have to revise to course to build my student's critical thinking skills. They did very well in class; however, the concepts do not appear to transfer to paper.</p> | <p>The midterm was revised to reflect the chapters covered.</p> |
| <p>SLO #2 Recognize key regulatory agencies responsible for enforcing contracts and property rights.</p> | <p>Spring 2017: 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 and received zeros. These are not worth that many points if you do well on the Mid-Term and Final, but if</p> | <p>It should be noted that because several of the students could not attend class due to work schedules, the many of my assessments were negatively impacted. I will have to find other ways to accommodate those students as well as finding out the reason so many students are not attending.</p> <p>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.</p> | <p>There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The students did learn more in this course than previously as I did remind them often of the assignment due dates, etc.</p> |

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| SLO #2 (Pasley) | Applicability of "tort" law and its relevance to commercial transactions. | 85% of the students enrolled assessed at 70% or better. | <p>The above data indicates that group activities seem to work for the SLO. In my next class, I will continue to use this method in addition to looking for more creative ways to engage the students.</p> <p>It should be noted that because several of the students could not attend class due to work schedules, the many of my assessments were negatively impacted. I will have to find other ways to accommodate those students as well as finding out the reason so</p> | <p>I didn't make any changes to the course since the last time it was offered live. However, I believe it is worth mentioning is that this presentation of the course was the first time it was offered via satellite to Ft. Irwin. There were a few challenges working around the soldiers' schedules in order to do group activities.</p> |
| 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 2017-95% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5 % neglected to submit the discussion | <p>I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.</p> | <p>There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.</p> |

SLO #3 Knowledge of "contract"
(Pasley) formulation and design

Spring 2017-99% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 1% neglected to submit the discussion 27% of the students enrolled in the course assessed at 70% better; 46% of the students assessed between 0 and 70%; the remaining 27% did not take the final exam.

I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.

I found that the exam was too long. Although it covered fewer chapters than my previous final exam, it contained a great deal of critical thinking. This tells me that I will have to revise to course to build my student's critical thinking skills. They did very well in class; however, the concepts do not appear to transfer to paper.

It should be noted that because several of the students could not attend class due to work schedules, the many of my assessments were negatively impacted. I will have to find other ways to accommodate those students as well as finding out the reason so many students are not

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.

In this presentation of the class, I used the final exam to assess this SLO. The final exam was changed into 100 multiple choice questions.

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| BADM 19 | SLO #1 Understand the importance of Product, Price, Placement, and Promotion to the Marketing Mix. | <p>This class started out with an initial roster of 30 students and then there were 2 ADDs to the class. Of this roster of 32, none of these students were dropped for failing to submit their syllabus acknowledgement, 2 students were dropped from the class due to non-participation / excessive absences and 3 were student drops. This shows that 15.6% of the students who initially enrolled in this class were either not prepared for or did not have the discipline to achieve in an online course that requires additional self-motivation and time management skills.</p> <p>Of the 27 students that completed the class, 17 of them did so with a passing grade of C or better. This shows that (62.9%) of the students were utilizing their text and online resources.</p> <p>Unfortunately, 37.1% of the class or 10 students simply quit participating and chose to fail.</p> <p>Sidebar Note / Observation: What is disturbing is the growing number of students (10 in this class / 37.1%) that participated just enough so they could not be dropped for non-participation and then completely quit participating once they knew the last census had closed and they could no longer be dropped from the class. These students</p> | No plans are in place to make any changes to this SLO at this time. | No changes |
| | SLO #2 Design pricing schedules and advertisement campaigns utilized in sales | See SLO 1 Summary | No plans are in place to make any changes to this SLO at this time. | See SLO 1 |
| | SLO #3 Creation of a marketing plan intended for both class project assessment and applicability as a tool in financing small business venture | See SLO 1 Summary | No plans are in place to make any changes to this SLO at this time. | None at this time |

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| BADM 2 | <p>SLO #1 Understanding of wills and estate planning, differentiate between various types of property and know remedies associated with violations of property rights.</p> | <p>Spring 2017: 75% 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 25 % neglected to turn in either one or both of their essays.</p> | <p>The above data indicates that students really need to be reminded that EVERY single assignment is important and that every class that they register for is really imperative for their overall grade. They need to also be sure that as we are going through the course that they are memorizing or at least the bolded theories that we go through each chapter so that when the Closed book final comes</p> | <p>The only changes that were made in this course was Open Book/Open Note for the final. This was the first semester that I made it Closed Book and Open Note. The rubric is still encouraged for students to follow.</p> |
| | <p>SLO #2 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.</p> | <p>Spring 2017: 95% of the class turned in both their Mid-Term as well as their Final Exam. The Mid-Term was Open Book and the Final was Open Note/ Closed Book. 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. I do feel as though by making the Final exam closed book and only open note, it is forcing the students to retain more</p> | <p>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.</p> | <p>There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The students did learn more in this course than previously as I did remind them often of the assignment due dates, etc.</p> |

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| | <p>SLO #3 Determine what situations that we deal with in the everyday world need to be dealt with legally or if they are out of the legal system and need to be handled in a different manner. Understand the regulations involving the establishment of partnerships, corporations, limited liability partnerships, S Corps in conjunction with the responsibilities of officers and directors to</p> | <p>Spring 2017-95% of the students were successful in getting their discussion questions into me in a timely matter, with the terms and information we are learning in this course. Discussion questions are a very important part of the student's grade and allows for me to see how well each student understands the curriculum that we are going over. It also allows for the students to communicate with one another on why they feel the way they do with each scenario. The remaining 5 % neglected to submit the discussion questions consistently on weekly which</p> | <p>I have had much success with my discussions in this course. Students really interact with one another and exemplify in their own posts along with their post towards students that they are grasping the concepts we are reviewing and ways in which they can use what we have learned in their everyday life.</p> | <p>There were no changes made to this assignment from the time it was previously taught. The rubric is still encouraged for students to follow. The course seems to be running smoothly so far with the students so I kept things the same and it still worked.</p> |
| <p>BADM SLO #1 51</p> | <p>The student will be able to perform basic arithmetic calculations as applied to business situations.</p> | <p>CRN 41006 21 students 94% average. Scores went up, students did a better job of submitting corrections.</p> <p>CRN 41007 26 students 85% average, Down from previous course (94%) 35% of quiz corrections not submitted, despite students being informed of the opportunity.</p> | <p>No change proposed.</p> <p>I already message students about corrections and improving their scores weekly. I will additionally</p> | <p>Students were encouraged to submit quiz corrections.</p> <p>No changes made?</p> |

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| SLO #1 (Pasley) | Demonstrate a proficiency in the application of fundamental business formulas necessary in commercial transactions | 90% of the students were successful completing this SLO. | We are still spending too much time in class on the concepts. I plan to implement Khan Academy early in the semester and give students extra credit for attending math workshops at the Student Success Center. I hope that this will encourage them to build some of their skills outside of class so that we can move more quickly through the course. However, one of the problems that my students have brought to my attention is that when they go to the tutors in the Student Success Center, the tutors tell them that they don't know how to teach business math. Business math goes no further than pre-algebra so I am going to have to find out why my students are not getting the help they need and correct the | I did not make any changes since the last assessment. |
| SLO #2 | The student will be able to compute discounts, markups and markdowns. | CRN 41006 21 students 84% average up from 79% Students did a better job of submitting corrections. CRN 41007 26 students 69% average, Down from 84% previous class. 63% of quiz corrections not submitted, despite students being informed of the opportunity. | No change proposed. I already message students about corrections and improving their scores weekly. I will additionally | Students encouraged to submit quiz corrections and ask for help. No changes made? |

SLO #2 Construct budgets and
(Pasley) complex financial
statements

65% of the students completed the
course at 70% or better.

This data indicates nothing. The students seem to do well on this learning objective, but I think that this is only because I spend so much time on it. I problem I am having with the students in this course is that they are not completing the course work. We meet 1 day a week for 2 hours and 50 minutes; I am not sure if this impacts student learning. When I first taught this class, we met two nights a week for 1 hour 20 minutes and the results seem to be the same.

One of the problems that my students have brought to my attention is that when they go to the tutors in the Student Success Center, the tutors tell them that they don't know how to teach business math. Business math goes no further than pre-algebra so I am going to have to find out why my students are not getting the help they need and correct the issue.

I will have to do some real research before the next presentation of the class to come up with better teaching

I did not make any changes from the previous assessment.

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| SLO #3 | The student will be able to compute payroll and deductions. | CRN 41006 21 students average of 80% 5 students did not submit corrections. CRN 41007 26 students 67% average, Down from 80% last class. 54% did not submit quiz corrections as advised? | No changes proposed. I already message students about corrections and improving their scores weekly, I will additionally email each student weekly. Poor results this class make it appear that several gave up in the last 2 weeks of class and did just enough to avoid | No changes made. No changes made? |
| SLO #3 (Pasley) | Demonstrate a working knowledge of transactions impacting debt and equity markets. | 0% of the students were able to reach this level of understanding. | I plan to remove this SLO from the course; however, because of the Curriculum Committee schedule I have not been able to get any of my changes through the | This SLO needs to be revised because it is not offered in the textbook utilized in the course. |
| BADM 6 | SLO #1 Create both memorandums and written/oral reports essential for effective office communications. | 76% of the students completed this SLO with a 70% or better on both the multiple choice and document creation portions of the exam. 78% of the students tested at 70% or better on the document creation portion of the exam. | Based on the above data, the students' ability to demonstrate understanding of the concepts in this SLO improved. I believed that revising the midterm questions did have an impact on their success. However, I am still concerned that there were several questions that the students are still struggling with. Therefore, I will review the chapters that these questions were drawn | I revised the questions from the multiple choice portion of the exam that I said I would in my last report for this SLO. However, I did not save the questions so I don't know which ones were the new questions. This is because the course was moved to the CANVAS LMS which shuffles the questions. This time, I saved the questions from the system that the students did poorly on and will observe whether these questions need to be revised or not. I did not make any changes to the document creation portion of the exam. |

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| SLO #2 | Develop public speaking skills important when communicating in both the domestic and global sphere. | 82% of the students achieved 70% or better on this learning outcome. | I found that the results of the data collected have decreased by 11%. I am not sure if this is because the question that I revised impacted the results or whether it was because of the presentation of course in CANVAS with new time limits. I will monitor the results with the next | In my last report, I revised questions #17 and #30. However as I mentioned above, I did not save the question so I don't know which questions they were. Therefore, I will monitor the quiz results more closely after the next presentation of the course. |
| SLO #3 | Demonstrate knowledge of grammar and sentence structure important to all levels of communication. | 71% of the students completed this SLO with a 70% or better. | This course was presented for the first time in the CANVAS LMS. After reviewing the data, I observed that the student's did not do as well as they did at last report. However, I am not sure if it is because of the revised questions or whether time limits set in the new system had a direct impact on the level of students' ability to demonstrate understanding of this SLO. This time I saved all questions that the students did not score | In my last report, I revised questions #14, #15, # 19, #23, #49, and #68. However as I mentioned above, I did not save the question so I don't know which questions they were. Therefore, I will monitor the quiz results more closely after the next presentation of the course. |

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| BIOL 1 SLO #1 | By the end of the course, the successful student will be able to know or demonstrate in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge. | 83% of the students in the class met the target, exceeding the 70% target. The target was that 70% of the students participate in the discussion and demonstrate that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge. In this discussion students were analyzing the how their carbon footprint could be changed based on different models' calculations versus changing their behavior. This result was slightly higher than last semester's results | The data suggests that pre-selecting a week's discussion board to evaluate makes the collection and analysis of data a smoother process. A Q & A section has been posted for the Summer 2017 session to help students better understand the discussion board. Also, the rubric for grading online discussions has been noted within the Next time, I will continue to emphasize that to review for the midterm, students need to answer the end of chapter questions (currently not a graded assignment). Also, by including quizzes, students had more chances to be comfortable with taking an online test and the necessary adjustments such a test entails (no breaks, a timer, etc.). A | I continued the practice of selecting a specific week's discussion board to evaluate this time, which makes assessing the data much more streamlined. I also evaluated an earlier week's discussion but it did not help me catch more students before they failed or left. |
| SLO #2 | By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams. | The average score on the midterm was a 65%, significantly lower than the targeted 75% average. I have given this midterm before and typically have class scores average between 75-80%. I am not sure why this class performed so poorly on the midterm (there was a bimodal distribution, with 5 A's, 3 B's and 3 C's but the rest were D's and F's). The midterm is composed of quiz questions, which the students have taken and seen the correct answers to. | Next semester I plan on posting a video at the beginning of this discussion to emphasize how important it is. | I emphasized that the questions would be taken from EOC questions and quiz questions. |
| SLO #3 | By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusion, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions | Only 48% of the students successfully participated in this discussion, perhaps because it was the end of the semester and they were more worried about their final exam. This is disturbing as this discussion is based only on participation, not on the content per se (instructions read: "All thoughtful responses receive full credit, regardless of content"). | | I emphasized that the points awarded were based solely on participating with a thoughtful post. I think the end of the semester is the most likely reason for the dismal performance. |

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| BIOL 10 | <p>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> <p>SLO #2 By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams.</p> <p>SLO #3 By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions to personal, community, or scientific problems.</p> | <p>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. This class exceeded the target. Students were actively engaged in discussing how politics influences science and when science influences politics. Given the Presidential election last fall, this topic was highly relevant</p> <p>Students exhibited solid levels of biological understanding and good test taking skills with Quiz 4. The average score was 17/20, with only a few outliers.</p> <p>Students presented the research they had done over the term on a topic of their choice. They had to evaluate at least 3 peer-reviewed scientific articles, in addition to background information. The majority of students were able to evaluate not only the biological data they were working with but also critique how well the scientists did at communicating how the projects would assist in scientific endeavors. They were very successful at applying their</p> | <p>The data suggests that pre-selecting a week's discussion to evaluate makes the collection and analysis of data a smoother process (obviously not pedagogy there!). Pedagogically, I think that using current events tied into science makes for a more engaged student</p> <p>The above data indicates the usefulness of supplemental materials. Upon surveying the students, the supplemental materials deemed most useful will be kept while the least useful will be reviewed by the instructor for evaluation of inclusion</p> <p>The above data indicated that I should continue to include a student-choice paper for students to participate in. Such papers and resulting discussions may encourage students to engage more with conveying their ideas in future classes.</p> | <p>I selected a specific week's discussion to evaluate this time, which makes assessing the data much more streamlined.</p> <p>The students indicated that the supplemental materials provided in addition to the lecture engaged their curiosity and made them want to learn more. These supplemental materials were new to the course last year and have continued to be beneficial.</p> <p>I allowed students more time in class to gather the peer-reviewed articles they would use and ask questions about them. This helped the students do a better job evaluating the literature.</p> |
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| BIOL 10L | SLO #1 | By the end of the course, the successful student will be able to know or demonstrate in written form, understanding of the processes of science, the scientific method, and the relationship between scientific and established knowledge. | 95% of the students in the class met the target, exceeding the 70% target. The target was that 70% of the students submit lab reports in week 10 demonstrating that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge. In this lab, students were using a virtual simulation to manipulate fly genes in a transgenic fly lab. | The data suggests that pre-selecting a week's laboratory to evaluate makes the collection and analysis of data a smoother process (obviously not pedagogy there!). Pedagogically, I think that evaluating the data from an earlier week (say week 2) might help me to catch more students before they fail or leave though the number of students meeting the target for successfully describing | I selected a specific week's lab report 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. | Students exhibited solid levels of biological understanding and good test taking skills with Quiz 16. The average score was 17/20, with only a few outliers in the lower 7 or 8 out of 20. There were no 0-6 scores, and no 10-14 scores, suggesting that the vast majority of students thoroughly understood this material and exhibited | The above data indicates the usefulness of engaging laboratory materials. | The students indicated that the laboratory exercises were engaging and made them want to keep learning more. There was no change in the laboratory exercises from previous years. |
| | 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. | Our lab 15 uses a citizen-science app, iNaturalist, to encourage the participation of citizens to inform science. The majority of students contributed data analysis toward increasing understanding of biodiversity in Southern California. The majority of students were able to evaluate not only the biological data they were working with but also critique how well the scientists did at communicating how the projects would assist in scientific endeavors. They | The above data indicated that I should continue to include citizen science projects for students to participate in. Such projects and resulting discussions may encourage students to engage more with science after the class is over and see how they can contribute. | I changed this lab from a presentation to a project and that triggered more interest from the students. |

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| BIOL 11 | SLO #1 Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to human sexuality. | <p>11/13 = 85% were successful by receiving a cumulative passing score on exams (minimum score was 70%). 2/13 = 15% were not successful because they stopped attending class and did not complete all exams.</p> <p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 28 of 30 or 93%. Most students wrote well-constructed paragraphs. Two students were not successful. Six other students did not complete the course as they stopped submitting work after the last day to drop students.</p> <p>Regarding the two students that were not successful:</p> <p>Student one missed two of seven discussion assignments.</p> | <p>Next time I will allow students who get a D or lower on an exam to make up some of the points by responding to open-ended critical thinking essay questions. Student success was 93% for SLO 1. No immediate changes are planned. The two students that were not successful missed two and five assignments. Students that complete all assignments tend to do well; student success for those that completed all discussions was 100%.</p> | <p>First time teaching this course.</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. Active purging of the roster helps get more accurate data. Also, at the end of term I purge the roster from students that submitted work through the first census date but stopped submitting work soon after census date. I also share drop stats to the remaining students and encourage them to not be a statistic.</p> |
| | | <p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 35 of 37 or 96%. Most students wrote well-constructed paragraphs. Three students were not successful.</p> <p>Regarding the two students that were not successful:</p> <p>Student one missed two discussion assignments.</p> <p>Student two missed five of seven</p> | <p>Student success was 96% for SLO 1. No immediate changes are planned. The two students that were not successful missed two and five assignments. Students that complete all assignments tend to do well; student success for those that completed all discussions was 100%.</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. Active purging of the roster helps get more accurate data. I also share drop stats to the remaining students and encourage them to not be a statistic.</p> |

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| | | <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.</p> <p>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 83% for SLO 1. While this is a solid number, I plan to make changes for next semester. I will limit students to miss no more than three study guides before removal from the course. I did have this requirement in place this semester and three students failed to turn in the last three study guides, after the last census date, and I was unable to remove them.</p> | <p>No changes from previous assessment.</p> |
| SLO #1.1 | <p>By the end of the course the successful student will be able to demonstrate orally, and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge.</p> | <p>A = 45%, B = 20%, C = 20%, D = 5%, F = 10%</p> <p>This is an average group. The number of As was higher than last time. Many of them either did not show up for the activity, did not ask about it, or did not turn it in. The Fs were due to students not turning in the assignment.</p> | <p>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</p> | <p>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.</p> |
| SLO #1A 2 Midterms (Addison) | | <p>Of the 32 that are enrolled, 4 did not take either midterm 1 or 2 or both. Which left 28, which is 87%.</p> | <p>The 2 midterms which are open book no time limit will not change. Students needs to read the chapters and take their time taking the</p> | <p>None, the tests are open book open notes</p> |

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| <p>SLO #2 Students will be able to analyze and critically evaluate different ideas, arguments and point of views associated with human sexuality.</p> | <p>10/13 = 77% were successful by receiving a passing score on the essay question (minimum score was 60%) 3/13= 23% were not successful because they either stopped attending class (2/13= 15%) or did not turn in the essay component of the test (1/13= 8%).</p> | <p>Besides giving the students access to the 3 essay prompts, we did not conduct any in-class practice for responding to critical thinking questions. Next semester, I will have students practice responding to these types of questions in groups during class so I</p> | <p>First time teaching this course.</p> |
| | <p>Student success was achieved by 28 of 30 students (93%). Two students were not successful on SLO 2. The main reason is these students had very low test scores.</p> | <p>Student success was 93% for SLO 2. 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. Active purging of the roster helps get more accurate data. Also, at the end of term I purge the roster from students that submitted work through the first census date but stopped submitting work soon after census date. I also share drop stats to the remaining</p> |

Student success was achieved by 28 of 37 students (76%). The nine other students were not successful on SLO 2. The main reason is these students had very low test scores even though only one missed two quizzes and another missed the midterm.

Regarding the four students that earned a D:

Student one was one of four students that completed all quizzes yet was not successful. She averaged 67% on the quizzes, scored a 68% on the midterm exam and a 43% on the final exam. Student two averaged 50% on the quizzes, scored a 96% on the midterm, and a 73% on the final exam.

Student three averaged a 67% on the quizzes. His midterm exam score was 72% and scored a 45% on the final.

Student four had an average quiz score of 69%, midterm was a 46% and the final exam score was 54%.

Student success was achieved by 35 of 36 students or 97%. One student missed the final exam and earned a 75% across the three exams she did take.

Of the 32 students, 28 turned in their weekly assignments consistently that's is 87%

Student success was 76% for SLO 2. No planned changes at this time.

Student success was 97% for SLO 2. No planned changes at this time. The one student that missed the final would have been dropped from the course if she had missed an exam before the test. None changes. I think turning in homework in a timed manner is important for students to learn responsibility. Thinking critically is imperative in College

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. Active purging of the roster helps get more accurate data. I also share drop stats to the remaining students and encourage them to not be a statistic.

SLO #2 Assigning weekly (Addison) homework.
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| SLO #2.2 | Content knowledge and test taking skills when completing essay and/or objective examinations | A = 32%, B = 15%, C = 40%, D = 3%, F = 10% This is a fairly average group. The number of Cs is higher than normal. Many of them either did not show up for the test or did not study for it. The tests are fairly straight forward and show if they have been following along with the lecture and can effectively study and prepare for the exams. | I plan to continue to encourage them to study hard for each exam. The tests are based, to a large extent, on the text; they should be using the text for more than just a reference; I plan on further encouraging them to bring their books to class and consult them for assistance with their tests. Honestly, this is a one-off group that had significant issues with | 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. | 11/13 = 85% were successful by receiving a passing grade on the group research project (minimum score was 81%). 2/13 = 15% were not successful because they stopped attending class and did not complete the project. Student success was achieved by 34 of 36 students (94.4%). One student that was not successful in this area did not submit an essay. The other student submitted her essay late and earned a 65% on the assignment | Students have the most trouble with operationally defining their variables and including specific, directional hypotheses. I cover research methods early on in the course but next semester I will also include refresher exercises at two points throughout the course so students have multiple Student success was 96% for SLO 3. No changes are planned for next term. | First time teaching this course. No changes made from previous assessment. |

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| | | <p>Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 28 of 30 or 93%. Most students wrote well-constructed paragraphs. Two students were not successful.</p> <p>Regarding the two students that were not successful:</p> <p>Student one missed two of seven discussion assignments.</p> <p>Student two missed three of seven Students completed weekly online discussion threads that covered key principles, concepts, theories and generalizations related to human sexuality. Most students achieved success, 35 of 37 or 96%. Most students wrote well-constructed paragraphs. Three students were not successful.</p> <p>Regarding the two students that were not successful:</p> <p>Student one missed two discussion assignments.</p> | <p>Student success was 93% for SLO 3. No immediate changes are planned. The two students that were not successful missed two and three assignments. Students that complete all assignments tend to do well; student success for those that completed all discussions was 100%.</p> <p>Student success was 96% for SLO 3. No immediate changes are planned. The two students that were not successful missed two and five assignments. Students that complete all assignments tend to do well; student success for those that completed all discussions was 100%.</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. Active purging of the roster helps get more accurate data. Also, at the end of term I purge the roster from students that submitted work through the first census date but stopped submitting work soon after census date. I also share drop stats to the remaining students and encourage them to not be a statistic.</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. Active purging of the roster helps get more accurate data. I also share drop stats to the remaining students and encourage them to not be a statistic.</p> |
| 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 | <p>Student two missed five of seven A = 45%, B = 20%, C = 20%, D = 5%, F = 10%</p> <p>This is an average group. The number of As was higher than last time. Many of them either did not show up for the activity, did not ask about it, or did not turn it in. The Fs were due to students not turning in the assignment.</p> | 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 | 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. |

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| | <p>SLO #3A Final (Addison)</p> | <p>Out of the 32 students, 9 did not take the final, that's 28%</p> | <p>The final is open book and covers 6 chapters</p> | <p>None (the 9 that didn't take the final stopped participating after midterm 2 and didn't withdraw).</p> |
| <p>BIOL 2</p> | <p>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> | <p>80% of the students in the class met the target, exceeding the 70% target. The target was that 70% of the students participate in the discussion and demonstrate that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge. In this discussion on climate change, students were using news articles to understand the process of science and communicating science to the general public.</p> | <p>The data suggests that pre-selecting a week's discussion to evaluate makes the collection and analysis of data a smoother process. As far as changing the pedagogy based on these data, I do not see a reason to change. The articles are provided to the students with guided reading questions. Some students choose not to participate, for various reasons. Such reasons include: not attending class, not reading the articles or answering the questions, and not asking</p> | <p>I selected a specific week's discussion to evaluate this time, which makes assessing the data much more streamlined.</p> |
| | | <p>A = 51%, B = 18%, C = 9%, D = 2%, F = 20% This was worse than I have seen in the past. More than a normal number of students either did not do the project at all, or did not make any attempt to get feedback from me on their project before turning it in. Many of the students put a lot of work into this project and many did a good job. This data is worse in some ways than last semester. Many of the low scores were due to students not turning in a rough draft as requested. This is,</p> | <p>I plan to continue and elaborate on the policy of demanding early sections and rough drafts so that I can check their work and make sure that they are on track for finishing this project successfully.</p> | <p>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. I asked them for a family tree very early on to get them started on the project</p> |

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| SLO #2 | By the end of the course, the successful student will be able to know or demonstrate content knowledge and test taking skills when completing essay and/or objective exams. | A = 53%, B = 15%, C = 8%, D = 2%, F = 22% These results are worse than other groups in the past. There are fewer in the center of the distribution than in the past. As in normal years, I have a fairly large number of As but fewer Bs with far fewer Cs and Ds. The number of Fs is higher than normal. This group has had a more difficult time with this class in regard to the objective examination format and essays than past semesters, but this is a very difficult exam. Many of the Fs were Students exhibited solid levels of biological understanding and good test taking skills with Quiz 6. The average score was 8/10, with only a few outliers. | I plan to institute an intervention strategy for students who are scoring D or below by midterms. I will try, even harder, to develop action plans for rehabilitating their grades and finishing with a C or better. Hopefully, with the instating of Starfish, we can report students with low grades and that may assist them in getting the help they need. The above data indicate that offering the individual quiz online and then the group quiz in class might provide more motivation for students to read the material before class. I could structure an online quiz so that it was due before the class in which the group quiz was to be given and only students who completed the quiz prior to class could take it. The above data indicate that I need to have someone from Student Success or the Tutoring Center or the Library come in and talk about plagiarism, why it is not allowed, and how doing so can jeopardize a student's success. I also need to be sure that all students are aware of the rubric by constantly referring to it and posting it multiple times | I have consistently tried to encourage students to come to office hours, ask questions and assist each other with studying. This does not seem to have worked as well as in past semesters. The students indicated that the group quiz taking strategy that was used help them to talk through why they selected various answers. Also, students appreciated being able to score the quiz immediately after taking it. |
| 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. | 84% of students met the target (70% success rate or higher). The students who did not meet the target had an issue with plagiarism (1) and submitting an improper project (4). The students who were successful asked clarifying questions if they did not understand something, completed the project early so they had time to seek assistance before the due date, and wrote their own papers. | | I changed the rubric used to evaluate the project to a more detailed and precise rubric. |

A = 51%, B = 18%, C = 9%, D = 2%, F = 20% This was worse than I have seen in the past. More than a normal number of students either did not do the project at all, or did not make any attempt to get feedback from me on their project before turning it in. Many of the students put a lot of work into this project and many did a good job. This data is worse in some ways than last semester. Many of the low scores were due to students not turning in a rough draft as requested. This is,

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. I asked them for a family tree very early on to get them started on the project

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| BIOL 4 SLO #1 | Demonstrate orally, and in written form, the processes of science, the scientific method, and the relationship between scientific research and established knowledge. | <p>Following lecture and lab on the digestive system, students were assigned in groups the case study "A Case of Acute Pancreatitis". Students were required to take what they have learned about the digestive system, exocrine vs. endocrine hormones, and apply their knowledge in identifying symptoms of pancreatitis vs. other digestive problems.</p> <p>Students were required to read through the case study, identify organs involved, identify symptoms the patient was having and identify malfunctions that organs may have been experiencing in an effort to identify pancreatitis and its relationship to structure and function within the human body.</p> <p>22/22 students were actively involved in small group discussion, research, and answering questions as directed. Students demonstrated collectively the ability to take what they know, apply it to a new situation, conduct additional research to fill in missing pieces and finally state a conclusion based upon their findings. During whole-class discussion, students debated and came to an agreement on the patient's symptoms and finally suggested a treatment.</p> <p>Additionally, 21/22 students were able to correctly answer a question on the exam #5 on the function of the</p> | <p>Many students in anatomy are planning on going into the medical field. Anatomy requires extensive memorization and regurgitation of facts related to human structure (e.g., bones, muscles...) One way to increase interest and to motivate memorization of discrete facts is to introduce case studies where students can apply what they are learning to something in the medical field. I will use this case study in the future to tie together the structures of the digestive system, endocrine system, scientific study/method and its application to real-life problems.</p> | Not applicable |
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| 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 of science, the scientific methods, and the relationship between established and scientific knowledge. | 90% of the students in the class met the target, exceeding the 70% target. The target was that 70% of the students participate in the discussion and demonstrate that they understood the process of science, the scientific method, and the relationship between established and scientific knowledge. In this discussion students were using a documentary to compare and contrast their prior knowledge with the process of science, the scientific method, and the relationships between established and scientific knowledge. The documentary traces the development of the human body plan over evolutionary time and students were discussing how the information presented in the documentary | The data suggests I use this activity in the future. Students were engaged and successful with it. | I selected a specific week's discussion to evaluate this time, which makes assessing the data much more streamlined. |
| SLO #2 | Demonstrate content knowledge and test taking skills when completing essay and/or objective exams. | Students exhibited solid levels of anatomical understanding and good test taking skills with Quiz 22. The average score was an 86%; all students passed the quiz with a 70% or higher so the target was met. Students had an opportunity to take the quiz a second time to raise their scores; none took | The above data indicates the homework associated with quiz 22 is effective and will be kept. | No changes were made from the previous assessment and results. |

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| <p>Students were asked to answer in essay form the following question: Describe the differences between a male and female pelvis. What are the biological reasons for these differences? In what ways are these differences accentuated throughout a woman's life?</p> | <p>The data suggests that students did not review the study guide with the exact question given to them ahead of time and/or missed class where the differences and biological</p> | <p>Not applicable</p> |
| <p>21/25 were able to successively answer the three parts of the question</p> <ul style="list-style-type: none"> • 16/25 students were able to completely answer all three parts of the question demonstrating advanced understanding of content. • 5/25 students were able to answer the three parts of the question satisfactorily, but left out one key difference between the male and female pelvis or the biological reason for the difference. <p>3/25 students were unable to answer all three parts satisfactorily; leaving out 2 or more key details.</p> <p>1/25 students chose not to answer the question</p> | <p>reasoning's were discussed and lab examination of structural differences and functions were evaluated. However, I have prepared a "memory map" for students next semester with the intention of focusing students on class discussion, lab review of pelvic structures, and memorization/review of the material during or immediately following lab. Students will also have access to the study guide with the essay questions given to them during lecture and on the course website so that</p> | |

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| SLO #3 | <p>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.</p> | <p>During the Reproductive unit, students were assigned the case study "Nature or Nurture: The case of the boy who became a girl"</p> | <p>The above data suggests that case studies can be powerful, engaging, and clear up misconceptions in a non-threatening manner; especially on sensitive topics like gender identity. I was surprised by the fact that the students felt comfortable enough with me and their classmates to express their opinions at the beginning of the case study and then brave enough to share at the end of the case study that their opinion was changed by the scientific evidence. I will use this case study again in the future and look for additional case studies to include in anatomy to help engage students in the topic/unit being studied.</p> | Not applicable |
| | | <p>Students were asked to work in groups and read through the case study, define some key biological terms and answer questions related to nature and nurture in terms of gender identity. Students were asked to look at scientific research data related to neonatal castration and steroid hormone treatments in terms of sexual behavior in laboratory rats and make inferences as to the effect of similar treatments on humans.</p> | | |
| | | <p>Students were very engaged and interested in this case study. Students had deep discussions within their groups. During the whole-class discussion all students actively participated and asked additional questions suggesting high-level thinking; which led to students researching and presenting additional information supporting the claim that gender identity and homosexuality have a biological component. A few students were adamant in the beginning of the case study that gender identity and homosexuality was "all in the head and a choice". However, by the end of the unit, these same students stated that they felt differently and felt more compassion and understanding for others who expressed a gender identity different than their physical appearance.</p> | | |
| | | <p>22/22 students were able to satisfactorily participate in discussion; expressing their opinions, doing some</p> | | |

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| 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. | This lab report is the cumulation of the dissections done in BIOL 4. The write-up prompt asks students to synthesize data from their observations over a number of weeks, draw conclusions and apply those conclusions. 100% of the students were successful in writing 13 out of 13 students or 100% successfully completed the assignment with a "C" or higher grade. | The above data indicated that I should continue to include dissections in BIOL 4 as students engaged and reflected after completing the dissections. The laboratory assignment included the evaluation of individual student work, as well as group participation. students submitted individual lab reports based on the data collected within their groups. The lab reports included data analysis, graphical presentation of the data, conclusion, and real world application. Students seems to enjoy the lab. They were involved in discussion and were challenged to answer critical thinking questions. The work also included the application of their knowledge to clinical scenarios and possible suggestions on the diagnostic and 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. | No changes from previous assessment. This assignment was used the first time. 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. |
| | | A = 70%, B = 15%, C = 8%, D = 5%, F = 2% This is similar to 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 Cs and Ds in the distribution. Most of the low scores were due to students not turning in a rough draft as requested or not turning in the paper at all. This is a very complex assignment and most | | |

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| <p>SLO #2 Demonstrate content knowledge and test taking skills when completing essays and/or objective exams.</p> | <p>11 out of 13 students or 85% successfully completed the assignment with a "C" or higher grade. One student received a "D", one student did not show up for the final exam.</p> | <p>The final exam included 70 multiple choice questions, 5 short response questions and 4 essay questions, with diagrams that students had to label. The students showed better results answering the multiple choice questions than the questions that required free response answers. That indicates that students in general need more practice expressing their knowledge in written and oral form.</p> | <p>This assignment was used the first time.</p> |
| | <p>A = 13%, B = 40%, C = 15%, D = 16%, F = 16%</p> <p>These results are consistent with other groups in the past, but slightly lower than I would expect. There are fewer students scoring at the higher end. Normally, I have a fairly large number of As and Bs with far fewer Cs and Ds. The number of Ds and Fs is higher than normal. 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 hard,</p> | <p>Next semester I plan to use a similar assignment. However, I will provide</p> <p>I will consistently encourage students to come to office hours, ask questions and assist each other with studying.</p> | <p>I spent more time with review and checking for understanding than last year</p> |

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| <p>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.</p> | <p>10 out of 13 students or 77% successfully completed the assignment with a "C" or higher grade. 3 students received a "D"</p> | <p>The unit 2 exam included 40 multiple choice questions, 5 short free response questions, and 2 essay questions. All the students showed good results on the multiple choice questions. Most of the students answered the free response questions. 3 students, however, did not even attempt to answer the essay questions. This indicates that the students need more practice in oral and written expression on their knowledge and understanding of the material. I am planning to have more in class discussions of the material the next semester. I am also planning to implement a</p> | <p>This assignment was used the first time.</p> <p>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.</p> |
| | <p>A = 70%, B = 15%, C = 8%, D = 5%, F = 2% This is similar to 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 Cs and Ds in the distribution. Most of the low scores were due to students not turning in a rough draft as requested or not turning in the paper at all. This is a very complex assignment and most</p> | <p>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.</p> | |

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| 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 did well with their laboratory reports to communicate the process of science, methods, and the relationship between established and scientific knowledge. | Labs will continue towards more inquiry-based and as we refine the class research project methodology, (our survey of campus microbes), I expect that eventually we will be able to submit a survey for publication, giving our students an edge in their applications. In future years, I hope to secure funding to attend training for the Small World project, which would allow our students to partner with a professional microbiologist and work to isolate microbes from soil samples to combat antibiotic resistant bacteria. The Small World project is a National Science Foundation funded project aimed at increasing the | Labs continued to be less “cookbook” and more inquiry based, which continued to make for some challenges at the beginning of the course to get students thinking about how to write their laboratory reports. However, I feel that the changes made were in the best long-term interest of the students and that the changes worked well. The emphasis on team work, implemented two and a half years ago, worked well again this semester and helped keep students on track. It also helps to keep students accountable for their own work. Students were also directed more and earlier to the Student Success Center for writing assistance. |
| 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 | Students exhibited high levels of microbiology content on the Unit 4 exam, with a class average of 94.5%. Most students earned an A on the exam, with a few B’s and 1 C’s. This was an excellent result | I do not plan on changing the pedagogy for next semester as this pedagogy worked well. | Connect continued to be a useful preparation tool for my students. No changes were made from the previous assessment. |

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| SLO #3 | By the end of the course, the successful student will be able to know or demonstrate the evaluation of biological data, draw reasonable conclusions, recognize the ethical implications of these conclusions, if applicable, and apply these conclusions | Students did an excellent job of presenting their data on the microbial survey of the campus they conducted in March and April. 100% of the students successfully completed this SLO; group work held them accountable to each other and the project. Students presented their findings orally, subject to extensive peer questioning, and in a paper. | The above data indicated that I should continue to use the microbial survey presentations for this SLO as all students were engaged and successful in presenting their data. | I changed this assessment from a book discussion to the presentation of the microbial survey as students were more heavily invested in the results of the microbial survey. |
| CBIS 13 | SLO #1 (2) Describe the purpose, impact, and implications of information systems | 3/4 or 75% of the students completed the discussion assignments that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | All the students engaged in this class performed well on this SLO. The 1 that didn't failed to do any assignments besides the syllabus. I called all the students who were not engaged and 7 said they had various troubles like acquiring the book, acquiring financial assistance, or working on a place to live with internet access, but they planned on completing the class. Then, all but 4 dropped the class, or I dropped them in the 2nd census. So I ended up with 4 students with one | I made comments in the discussion area to encourage critical thinking on this SLO, and sent emails to all students reminding them, of the importance of discussion postings |

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| SLO #1(1) | Identify what skills are required in MIS | <p>I taught Management of Information Systems (MIS) CBIS 13 40920, Spring 2017 and was very pleased with the course overall. The course started with 28 students, and five students were dropped for no show, and one other student dropped for textbook issues, leaving 22 students remaining to finish that started the course.</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</p> | <p>Changes made from previous assessment were the following:</p> <ul style="list-style-type: none"> • Quizzes and final were updated. • purposefully created “extra” opportunities for students to participate in discussions, and opened discussions in various directions to allow for a greater input from students. |
| | | <p>Not only did 21/22 students complete the course, 21 one students passed the course as well. The one student who did not complete the course, explained he had a child sick, but did not want to provide paperwork in order to give him an extension, and the one other student was having eye surgery.</p> | <p>was results came out a + 1% increase in students answers. While last semester is was 6%. Last semester I set the standard of increasing discussion participation and improve the project for the course. I wasn't as successful in</p> | <p>called project and was streamlined and less restricting “must do” type of requirements. I gave students a more open ended subject and had them investigate into real time current events, and found that students had a lot of positive comments for the project so I will continue this for the next course if I am to teach it again..</p> |
| | | <p>The course overall has a 80.85% average among the 20 students who completed the course. The project was restructured, as I felt students last course some students were overall confused the first few days the assignment was given. The project was changed to be called IoT, and focused on up to date information about MIS. 16 of the 21 students (77%) completed the project and with an average of 81% score, so the target of assessment method was met with success.</p> | <p>discussions as I thought I would. Four students just didn't really seem to want to participate in discussions no matter what I did to encourage them to post. The average hasn't changed, it's just for the first time I had four students who for what ever reason often missed discussions</p> | <p>Comparing scores from last semester and this semester the was results came out with a + 1.5% increase in students answers and overall score.</p> |
| | | <p>I used grades to quantify the success of SLO #1. The project was reconstructed to be more open ended and to deal with more up-to-date issues with information systems and how to manage them well, and or to notice what an information manager's position is quickly becoming in today's business model, and business world.</p> | <p>even though students were receiving 90% or higher scores in homework, labs, quizzes, and projects. This is something I will continue to watch, as I'm very interested in seeing how canvas can help improve student participation</p> | |
| | | <p>In my last SLO submissions I explained</p> | <p>with online courses.</p> | |

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| SLO #2 (2) | Describe the features and functions of current hardware and software used to implement information systems. | 3/4 or 75% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this SLO since the one who said he planned on completing the class never did a quiz or the midterm. | I will email all registered students 1 week before class starts, explaining how the hybrid class works and call all who do not show up at the first meeting. I will also call any students who are not engaged in the class after the first full week, email does not suffice for those | I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 1 complied |
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| SLO #2(1) | Identify the latest developments and trends in the field | <p>I taught Management of Information Systems (MIS) CBIS 13 40920, Spring 2017 and was very pleased with the course overall. The course started with 28 students, and five students were dropped for no show, and one other student dropped for textbook issues, leaving 22 students remaining to finish that started the course.</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</p> | <p>Changes made from previous assessment were the following:</p> <ul style="list-style-type: none"> • Quizzes and final were updated. • purposefully created “extra” opportunities for students to participate in discussions, and opened discussions in various directions to allow for a greater input from students. • Capstone project was renamed to be called project and was streamlined and less restricting “must do” type of requirements. I gave students a more open ended subject and had them investigate into real time current events, and found that students had a lot of positive comments for the project so I will continue this for the next course if I am to teach it again.. |
| | | <p>Not only did 21/22 students complete the course, 21 one students passed the course as well. The one student who did not complete the course, explained he had a child sick, but did not want to provide paperwork in order to give him an extension, and the one other student was having eye surgery.</p> | <p>and this semester the was results came out a +1% increase in students answers. While last semester is was 6%. Last semester I set the standard of increasing discussion participation and improve the project for the course. I wasn't as successful in discussions as I thought I would. Four students just didn't really seem to want to participate in discussions no matter what I did to encourage them to post. The average hasn't changed, it's just for the first time I had four students who for whatever reason often missed discussions even though students were receiving 90% or higher scores in homework, labs, quizzes, and projects. This is something I will continue to watch, as I'm very interested in seeing how canvas can help improve student participation with online courses.</p> | <p>Comparing scores from last semester and this semester the was results came out with a + 1.5% increase in students answers and overall score.</p> |
| | | <p>The course overall has a 80.85% average among the 20 students who completed the course. The project was restructured, as I felt students last course some students were overall confused the first few days the assignment was given. The project was changed to be called IoT, and focused on up to date information about MIS. 16 of the 21 students (77%) completed the project and with an average of 81% score, so the target of assessment method was met with success.</p> | <p>and this semester the was results came out with a + 1.5% increase in students answers and overall score.</p> | |
| | | <p>I used grades to quantify the success of SLO #2. The project was reconstructed to be more open ended and to deal with more up-to-date issues with information systems and how to manage them well, and or to notice what an information manager's position is quickly becoming in today's business model, and business world.</p> | <p>I stated that in my</p> | |
| | | <p>In my last SLO submissions I explained</p> | | |

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| SLO #3 (2) | Describe the purpose and use a database management system in the development of a management information system | 3/4 or 75% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this | I will call students who are not engaged in the class, email does not suffice for those not submitting assignments | I stayed actively engaged with all students via in-class meetings and email, explaining the importance of completing the quizzes, midterm and final. All but 1 complied |
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| SLO #3(1) | Identify what skills are required in MIS. Develop, design, and implement a Management Information System. | I taught Management of Information Systems (MIS) CBIS 13 40920, Spring 2017 and was very pleased with the course overall. The course started with 28 students, and five students were dropped for no show, and one other student dropped for textbook issues, leaving 22 students remaining to finish that started the course. | 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 | Changes made from previous assessment were the following: • Quizzes and final were updated. • purposefully created “extra” opportunities for students to participate in discussions, and opened discussions in various directions to allow for a greater input from students. |
| | | Not only did 21/22 students complete the course, 21 one students passed the course as well. The one student who did not complete the course, explained he had a child sick, but did not want to provide paperwork in order to give him an extension, and the one other student was having eye surgery. | was results came out a + 1% increase in students answers. While last semester is was 6%. Last semester I set the standard of increasing discussion participation and improve the project for the course. I wasn't as successful in discussions as I thought I would. Four students just didn't really seem to want to participate in discussions no matter what I did to encourage them to post. The average hasn't changed, it's just for the first time I had four students who for what ever reason often missed discussions | • Capstone project was renamed to be called project and was streamlined and less restricting “must do” type of requirements. I gave students a more open ended subject and had them investigate into real time current events, and found that students had a lot of positive comments for the project so I will continue this for the next course if I am to teach it again.. Comparing scores from last semester and this semester the was results came out with a + 1.5% increase in students answers and overall score. |
| | | The course overall has a 80.85% average among the 20 students who completed the course. The project was restructured, as I felt students last course some students were overall confused the first few days the assignment was given. The project was changed to be called IoT, and focused on up to date information about MIS. 16 of the 21 students (77%) completed the project and with an average of 81% score, so the target of assessment method was met with success. | even though students were receiving 90% or higher scores in homework, labs, quizzes, and projects. This is something I will continue to watch, as I'm very interested in seeing how canvas can help improve student participation with online courses. | |
| | | I used grades to quantify the success of SLO #3. The project was reconstructed to be more open ended and to deal with more up-to-date issues with information systems and how to manage them well, and or to notice what an information manager's position is quickly becoming in today's business model, and business world. | | |
| | | In my last SLO submissions I explained | | |

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| | SLO #4 | Design a management information system that includes a networks and communication systems. | 3/4 or 75% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | I will call students who are not engaged in the class or submitting homework, email does not suffice for those not submitting assignments. I will also provide instructions for students with MACs or who do not have the Microsoft Office software on how to provide me with | I stayed actively engaged with all students via email, explaining the importance of completing the homework. All but 1 complied |
| | SLO #5 | Describe the skills that MIS leaders require to successfully develop and maintain information systems. | 3/4 or 75% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | I will call students who are not engaged in the class, email does not suffice for those not submitting assignments. If the students do not respond to phone calls or email, I will drop them at | I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 1 complied |
| | SLO #6 | Describe the methodologies used for systems analysis and design. | 3/4 or 75% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | I will call students who are not engaged in the class, email does not suffice for those not submitting assignments. If the students do not respond to phone calls or email, I will drop them at | I stayed actively engaged with all students via email, explaining the importance of completing the quizzes, midterm and final. All but 1 complied |
| | SLO #7 | Describe the written analytical and documentation skills required in developing and implementing a Management Information System | 3/4 or 75% of the students completed the exam questions that cover this SLO demonstrating satisfactory completion of this SLO. 1/4 or 25% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | I will call students who are not engaged in the class, email does not suffice for those not submitting assignments. I will also provide instructions to students with MACs o without Microsoft Office on how to get me their | I stayed actively engaged with all students via email, explaining the importance of completing the homework. All but 1 complied |
| CBIS 33 | SLO #1 | Understand and possess the ability to explain C++ programming concepts. | Based on a hands-on lab project, 13 out of 13 (100%) of students successfully demonstrated understanding of SLO #1. All active students did perform lab project #2. | Continue to emphasize the importance of understanding the topic behind SLO #1, attend classes, and faithfully follow the concept behind lab project #2 | None, as the success rate was very high; it was 100%. |

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| | SLO #2 | Create C++ applications using a C++ Integrated Development Environment (IDE) kit. | Based on a hands-on lab, 13 out of 13 (100%) students successfully demonstrated understanding of SLO #2. All active students did perform lab project #1. | Continue to emphasize the importance of understanding the topic behind SLO #1, attend classes, and faithfully follow the concept behind lab project #1 | None, as the success rate was very high; it was 100%. |
| | SLO #3 | Identify and debug logical and syntax errors in C++ programs. | Based on a hands-on lab, 13 out of 13 (100%) students successfully demonstrated understanding of SLO #3. All active students did perform lab project #6. | Continue to emphasize the importance of understanding the topic behind SLO #1, attend classes, and faithfully follow the concept behind lab project #6 | I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book was working |
| CBIS 40 | SLO #2 (Durheim) | To acquaint students with the proper procedures to create worksheets suitable for coursework, professional purposes, and personal use | 4 students registered for the class. 1 student was dropped for failure to show. 1 student had attendance problems, but did complete the required class work. 3 students completed all assignments, and received an "C". | Spending more time with each student group, improved the scores of those who asked for help. Students who didn't ask for help tended to do less work in and outside of the class, I think this may have | Teaching method changes were made from the previous semester. Students used a new online assignment system, I spent more time with each student group. |
| | SLO #2B (Durheim) | Offer an in-depth presentation of Microsoft Excel 2016. Exposed students to practical examples of the using Excel to make their jobs easier. | 4 students registered for the class. 1 student was dropped for failure to show. 1 student had attendance problems, but did complete the required class work. 3 students completed all assignments, and received an "C". | Spending more time with each student group, improved the scores of those who asked for help. Students who didn't ask for help tended to do less work in and outside of the class, I think this may have | Teaching method changes were made from the previous semester. Students used a new online assignment system, I spent more time with each student group. |
| | 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 | 4 students registered for the class. 1 student was dropped for failure to show. 1 student had attendance problems, but did complete the required class work. 3 students completed all assignments, and received an "C". | Spending more time with each student group, improved the scores of those who asked for help. Students who didn't ask for help tended to do less work in and outside of the class, I think this may have | Teaching method changes were made from the previous semester. Students used a new online assignment system, I spent more time with each student group. |

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| CBIS 41 | SLO #1 | Students will demonstrate the word processing skills needed to prepare professional business and academic documents | 4 students registered for the class. 2 more students were on my waitlist, added the class and never showed up again, they were dropped for failure to show. 4 students completed all assignments, 3 students received a "B" and 2 student received an "C". | Spending more time with each student group, improved the scores of those who asked for help. Students who didn't ask for help tended to do less work in and outside of the class, I think this may have | Teaching method changes were made from the previous semester. Students used a new online assignment system, I spent more time with each student group. |
| | SLO #2 | Students will determine and apply appropriate editing techniques and formatting standards to documents | 4 students registered for the class. 2 more students were on my waitlist, added the class and never showed up again, they were dropped for failure to show. 4 students completed all assignments, 3 students received a "B" and 1 student received an "C". | Spending more time with each student group, improved the scores of those who asked for help. Students who didn't ask for help tended to do less work in and outside of the class, I think this may have | Teaching method changes were made from the previous semester. Students used a new online assignment system, I spent more time with each student group. |
| | SLO #3 (Durheim) | Help students discover the underlying functionality of Excel 2016 so they can become more productive. TO develop an exercise-oriented approach that allows learning by doing. | 4 students registered for the class. 2 more students were on my waitlist, added the class and never showed up again, they were dropped for failure to show. 4 students completed all assignments, 3 students received a "B" and 1 student received an "C". | Spending more time with each student group, improved the scores of those who asked for help. Students who didn't ask for help tended to do less work in and outside of the class, I think this may have | Teaching method changes were made from the previous semester. Students used a new online assignment system, I spent more time with each student group. |
| CBIS 43 | SLO #1 (Downing) | Students will develop the skills to use Microsoft PowerPoint 2016. They will have an understanding of windows and toolbars, using the AutoContent Wizard, and viewing PowerPoint presentations. They will learn to use Microsoft help, print and close files. | There were 11 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 2 of the students received non-passing grades. Of the two that received non-passing grades, one of the students continued to stay in contact with me throughout the course. She had many personal issues that she was dealing with. In spite of her best efforts, she was not able to complete the required projects. | The textbook for the course is changing for the next semester. The book is entirely different from the current text as it is with a different author/publisher. Everything will be changed in the course as a result of this. | Continued to use 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.) |

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| 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. | <p>There were 11 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 2 of the students received non-passing grades.</p> <p>Of the two that received non-passing grades, one of the students continued to stay in contact with me throughout the course. She had many personal issues that she was dealing with. In spite of her best efforts, she was not able to complete the required projects.</p> | <p>The textbook for the course is changing for the next semester. The book is entirely different from the current text as it is with a different author/publisher. Everything will be changed in the course as a result of this.</p> | <p>Continued to allow the students to be more creative in the projects they created. It seems that the students enjoy being able to demonstrate their skills in a creative manner.</p> |
| 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. | <p>One of the students failed to respond</p> <p>There were 11 students enrolled in the course. 82% of the students completed the assignment with a "C" or better. 2 of the students received non-passing grades.</p> <p>Of the two that received non-passing grades, one of the students continued to stay in contact with me throughout the course. She had many personal issues that she was dealing with. In spite of her best efforts, she was not able to complete the required projects.</p> <p>One of the students failed to respond to my emails regarding the missing projects.</p> | <p>Continue to work on better dialogue with the students and provide personal contact with students on the importance of submitting their assignment.</p> <p>Continue to increase learning opportunities for all students. I realize there are different learning styles ~ visual, auditory, read-write, and kinesthetic ~ I plan to continue to offer opportunities for students to excel regardless of their learning style.</p> | <p>Continued to allow the students to be more creative in the projects they created. It seems that the students enjoy being able to demonstrate their skills in a creative manner.</p> |
| | | | <p>As mentioned in the previous SLOs, the textbook for the course is changing for the next semester. The book is entirely different from the current text as it is</p> | |

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| CBIS 61 | SLO #1 | Students will build an increased keyboard speed of 6 percent using touch typing techniques to become more efficient and employable. | 13 students registered for the class. 4 more students came into my Monday & Wednesday night class and begged to be added. Most students made some progress through the second week of class. 1 student did complete the course and received an "B", when I went to give her a grade, she had dropped the class. | When students found out that they needed to purchase a "real" textbook and online code, the class ground to a halt. The few students that did move forward, did so lackadaisically. They did the least | 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 Online (GDP 11) 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. | 13 students registered for the class. 4 more students came into my Monday & Wednesday night class and begged to be added. Most students made some progress through the second week of class. 1 student did complete the course and received an "B", when I went to give her a grade, she had dropped the class. | When students found out that they needed to purchase a "real" textbook and online code, the class ground to a halt. The few students that did move forward, did so lackadaisically. They did the least | 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 Online (GDP 11) out of the course text. |
| | SLO #3 | Students will format business and academic reports, business letters, envelopes, memos, and tables. | 13 students registered for the class. 4 more students came into my Monday & Wednesday night class and begged to be added. Most students made some progress through the second week of class. 1 student did complete the course and received an "B", when I went to give her a grade, she had dropped the class. | When students found out that they needed to purchase a "real" textbook and online code, the class ground to a halt. The few students that did move forward, did so lackadaisically. They did the least | 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 Online (GDP 11) out of the course text. |
| CBIS 65 | SLO #1 (Durheim) | Students will use the basic functions of a desktop electrical calculator. | 1 student registered for the class. 1 student completed all assignments, 1 student received an "A". | Working on practice drills, weekly with students, improved the | No notable change from previous assessment. |
| | SLO #2 (Durheim) | Students will solve business math problems using a desktop electric calculator. | 1 student registered for the class, 1 students completed all assignments, 1 student received an "A". | Working on practice drills, weekly with students, improved the | No notable change from previous assessment. |
| | SLO #3 (Durheim) | Students will apply principles used in various types of business problems commonly solved using desktop electrical calculating machines | 1 student registered for the class. 1 students completed all assignments, 1 student received an "A". | Working on practice drills, weekly with students, improved the SPM. | No notable change from previous assessment. |

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| CHEM 1 | SLO #1 Students will be able to demonstrate knowledge of general principles of atomic and molecular structure, chemical reactivity, and stoichiometry, and chemical calculations | Quiz 5 is an advanced stoichiometry quiz with two problems each with partial credit opportunities. 48 out of 56 students took this quiz. The average score on this quiz was 12.3 out of 15 points with 30 students (63%) earned a perfect score. I consider a score of 10 points or more on this quiz to show that the students have achieved a sufficient understanding of stoichiometry, as small math errors cause points to be deducted. 9 students (18.8%) earned fewer than 10 points. With 81.2% of the students meeting or exceeding expectations, The target was met for this SLO. | The above data indicates that an appropriate number of students are succeeding in learning some of the most fundamental of chemistry topics. The percentage of students that succeeded was a few percentage points lower this semester than it was last semester, which could be due to a few different factors. One could be that fact that the questions asked in the quiz were more difficult. Another could be the smaller sample size – there was a 24% drop in student population due to only teaching 3 sections instead of 4. (48 students, down from 63 for the same quiz last semester.) Another could be the fact that the students that came into my class were significantly less prepared than they have the previous three semesters. Although, they supposedly completed the math prerequisite, a large majority of my students struggled horribly with the math concepts this semester. Despite this, the percentage difference from last semester to this | The one most significant change to the way this SLO was assessed, was that the question on the quiz was a more advanced stoichiometry question than it was last term. That being said, the students definitely rose to the occasion and performed well. In addition, there were group assignments done as discussed in the SLO report from last term. It is possible that the additional group work led to a a greater understanding in the topic. It is difficult to tell, as two parameters were changed. In addition, I had a larger than normal population that had a serious aversion to working with other people, which made group work difficult for them. Other than the overall difficulty, the assessment was essentially the same – same concept, same format, same grading style. |
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| | | The average correct response to 4 questions specific to this SLO was 51%. | The above data shows a large decrease in understanding and comprehension of the material. It is not clear what caused the large decrease. The class seemed to be engaged in the material throughout the course, but it is possible that they did not study well for the final exam. The change in pedagogy will be an update to homework problems to reflect the | The above data shows a 14% decrease from previous assessment results. |
| SLO #2 | (a) students will be capable of performing accurate quantitative measurements, interpreting experimental results, performing calculations on these results and drawing reasonable and accurate conclusions from data (b) Students will be able to anticipate, recognize and respond properly to hazards of chemical handling. Students will know locations and uses of personal protective equipment; understand standard laboratory safety | The average laboratory score relevant to the two SLOs was 91% including all students, 95% excluding students who stopped attending. | Due to the fact that the laboratory reports are given full credit upon completion and that the students must be in attendance to complete the laboratory report, this data shows a 1% increase in attendance and completion of labs; as well as a 1% increase can be shown by excluding students who stopped attending the course after the census date. No changes in pedagogy are planned for next semester. | The above data shows a 1% increase overall and a 1% increase excluding students who stopped attending from previous assessment results. |

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| | <p>The first laboratory meeting includes an extensive discussion on laboratory safety in which the students learn about the hazards of working in a chemical lab, steps to take to minimize exposure, and potential hazards, and the proper procedures to take in any emergency that may occur. Each piece of emergency equipment is discussed at its location, and demonstrations given when appropriate. Quiz 1 tests the students' understanding of lab rules, expectations and procedures that were discussed in this first meeting. The results on this quiz are generally high and this semester is no exception. The average on this quiz was 13.9 points out of 15 with 57 of 58 students</p> | <p>The above data indicates that the students did very well with the assessment of this particular SLO despite one of the questions being more difficult than in semesters past. I intend to continue adding more challenging questions little by little through out the semester next semester, as the students have shown with their success in the first two SLOs, that they are capable of rising to the occasion.</p> | <p>One change made was the addition of one question that required the students to answer an open-ended question. I'm sure that this is why the percentage is lower than last time, however, it is not significantly lower and the students still met the standard. I feel that the students are able to do better overall if they are challenged more, little by little, and this was an example of testing that idea.</p> |
| <p>SLO #3 (a) Students will be competent in using computer technology to learn, gather, display, and analyze chemical information. Students will use data processing and graphing tools to display and analyze experimental data; (b) Students will demonstrate effective written scientific communication skills;</p> | <p>The average laboratory score relevant to the two SLOs was 100%.</p> | <p>The data indicates that no changes need to be made for this SLO next semester.</p> | <p>The above data shows a 0% change from previous assessment results.</p> |

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| | | <p>The students performed an experiment, which utilized data collection and analysis by computer graphing. They were given certain requirements that each graph had to have. Of 58 students, 52 attended lab on this day and 50 achieved a perfect score. The students were to collect data on three different experiments and graph all of the data on the same graph using appropriate scale, a title, appropriately labeled axes, a legend indicating which data set was which, a footer with their name and lab day, and they were to print it and turn it in with their raw data. A number of students had already had experience with using excel for this purpose, but many others hadn't. Two students didn't get a perfect score on this because one student left early before</p> | <p>43% of the 40 students completed all the essays. Overall the students did well and this is reflected in the points that they received. Of the 43% (17) 94% received a "C" or better on the final; and 88 overall grade for the class was a 'C" or better.</p> | <p>Next semester this assessment will be used again for SLO 3, however a writing portion explaining the graphs may accompany it. Asking the students to graph their own data was already a step up from the previous assessment, and they did very well, exceeding expectation. However, asking them to interpret it verbally will add another challenge. In lab, the students have access to pretty much anything they want, which will aid their confidence when having to write about science. The students followed the guidelines and this is reflected in the points that they received. It is my opinion that the essays prepared the students to do well on their final which was also a essay format.</p> | <p>Changes made from the previous assessment were primarily the fact that the data used for this exercise was data that the students obtained through experimentation of their own. Previously, the worksheet provided the data. By using their own data, they can see the meaning behind collecting the data, and a pictorial representation of what their data means. It also brings to life concepts learned in class. Again, this is an example of how adding more of a challenge to the assessment allowed the students to rise to the occasion. This is the first time I have taught this class using this text and material so I did not have any changes.</p> |
| CHLD 04 | SLO #1 | <p>Students will compare, contrast, and analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using</p> | | | |

Research paper: 85% of the students were successful with this assignment completing it with a "C" or better, 15% 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 is necessary for full understanding of the development of the child. I will continue to use early alert to help students to be successful.

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 assignment.

Use early alert so students are successful. We had discussions in the class that would help the students as they went on to write their research papers. This was helpful for the students as many had never written a research and didn't know what resources were available as they went on to write on their topic.

Writing Paper – Nature vs. Nurture – 35 students submitted the assignment. 31/35 = 89% of the students successfully completed this assignment with a "C" or higher, 4/35 or 11% of the students failed to follow the rubric. I provided the four students with the opportunity to resubmit their paper, but they chose not to.

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. This is a great assignment that delves into the influences both through nature and nurture of a child's development. I reached out to those students who weren't as successful and offered them the opportunity to resubmit

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| SLO #2 | Students will examine the multiple influences (biological, social, economic, political, historical and cultural contexts) affecting typical and atypical children's development. | <p>79% of the students successfully completed this assignment with a "C" or better. 21 % failed to follow the rubric or failed to submit their work so they weren't successful</p> <p>70% of the students completed this assignment. Overall these students did very well. 7 (25%) students received "A"; 11 students received "B"; 4 (14%) students received "C"; 1 (4%) student received a "D"; whereas 5 (18%) of the students who submitted the assignment received a "F". The students that did not received a passing grade for this assignment did not follow the rubric that was provided</p> | <p>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. Students can relate better to the course material with this assignment. Enforcing that It does take an effort to complete the</p> <p>Based on the data for this assignment those students who followed the rubric did better than those who didn't. When teaching this class again, I will invasive to the students the importance of following and addressing the criteria listed on the rubric.</p> | <p>Continue to use the rubric as it provides clear expectations of the assignment. Use early alert so students are successful. We discussed the importance of planning for the observation and setting up the scheduled time well in advance since this seemed to have been an issue in the past.</p> <p>This is first time I have taught this class using this text and material so I did not have any changes.</p> |
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| | <p>I had 35 students who submitted this assignment. 31/35 = 89% of the students were successful with this assignment earning a "C" or higher. 4/35 = 11% of the students weren't as successful due to not following the rubric that was provided.</p> | <p>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 the decisions they have made in their life, how they raise their own children; thus affecting the development of the</p> | <p>I created a rubric for this assignment this semester. This is the first time that I've done so and I believe that it made for higher quality of work that was submitted. This assignment requires students to reflect back into their life and how various life events may or may not have affected them and their life's pathways/choices that were made.</p> |
| <p>SLO #3 Students will use investigative research methodologies to apply developmental theory to the analysis of child observations, surveys, and/or interviews.</p> | <p>53% of the 40 students completed this assignment. Overall these students did very well. 9 (43%) received a "A"; 7 (33%) received a "B" and 3 (14%) received a "C". 1 (5%) student received a "D" and 1 (5%) student received a "F".</p> | <p>This assignment was straight forward. Where students lost points was from not following the rubric; formatting the paper and submitting to Turnitin.com. When teaching this class again I will go over the proper way to format the assignment and the importance of submitting the assignment to the</p> | |
| | <p>86% of the students successfully completed this assignment with a "C" or better. 14% failed to follow the rubric or failed to submit their work so they weren't successful.</p> | <p>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.</p> | <p>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. The students enjoyed the active participation in the classroom. When students miss class there is so much that is missed. Students were given information that would help as they wrote their lifeline, which would also coordinate with the current</p> |

Observation paper of a classroom – 31 students submitted the assignment. 23/31 = 74% of the students successfully completed this assignment with a “C” or higher, 8/31 = 26% 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 4 students who chose not to submit the assignment and were not included in the results, which was a decrease from the previous time this course was taught.

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.

There was a 8% 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 4 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. There are new immunization requirements by the State of California and many programs are requiring additional proof of immunization other than the actual recommendations from the State. Due to this, I did allow for students to submit their assignment late, when I was contacted with the concern.

In reading responses from students who have completed this assignment they share that through observing the children in the classroom they are

CHLD 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.

11/11 = 100% of the students were successful with completion of this assignment earning a “C” or higher, there were 2 students whose original submission didn’t cover / support the rubric that had been provided. They were allowed to resubmit and this improved their success with this assignment.

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 in the future. Many families aren’t

There was no change from the previous time this course was taught. The success of the students was the same as the prior class. This assignment will be used again.

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| | <p>33/33 = 100% of the students were successful with completion of this assignment earning a "C" or higher. There were 4 students who chose not to submit the assignment.</p> | <p>Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This was a great class with excellent student participation. I had four students whom I neglected to drop from the class and they didn't drop either. I will attempt to catch that earlier by checking the grade roster more frequently. This is the first semester teaching on Canvas and I do</p> | <p>There were no changes made except reminders on the assignment and I did allow for students to resubmit for a possibility to increase the points earned for this assignment.</p> |
| | <p>Of the 21 students 16 (76%) took the final. Of the 16 students that took the final 15 (94%) passed the class with a C or better; and 1 (6%) student received a "F". The 5 (24%) students that did not take the final received a "F" for the</p> | <p>No changes to be made now.</p> | <p>This is the first time I have taught this class so no changes made</p> |
| <p>SLO #2 Synthesize and analyze research regarding social issues that address the interrelationship, changes and transitions that may affect children, families, schools and communities.</p> | <p>10 (48%) of the 21 students completed all the Chapter Assignments. 8 (80%) of the 10 students overall grade for this assignment was a "A"; and 2 (20%) overall grade was "B". Of the remaining students who did not complete of the Chapter Assignments 64% received a "D" and 36% received a</p> | <p>No changes will be made.</p> | <p>Since this is the first time I have taught this class no changes were made.</p> |

27/37 = 73% of the students were successful in submitting their journals reflective of the SLO receiving a "C" or higher and 10/37 = 27% didn't submit all journals or lacked in substance thus they weren't as successful.

The journal questions provide students with the opportunity to reflect on the chapter/question and summarize their thoughts and understanding of the question by sharing their increased knowledge on child development. I attempted to take a more personal approach with students, the students were not responsive to emails that reminded them of the value of the assignments and I gave opportunity to submit some of their work late. When there is no response from the

There were a few changes on the journal assignments reflective of the current issues in our society. The grading system was changed, putting a higher points value on the assignments. There was a 2% decrease in student success due to not following guidelines or submitting all of the assignments. There were 4 students that should have been dropped by the instructor and/or the students should have dropped themselves. This was the worst effort by the students in some time. I'm not sure what happened as I gave them opportunity to submit their work late, no one took me up on it.

7/11 = 64% of the students were successful in submitting their journals reflective of the SLO receiving a "C" or higher and 4/11 = 36% 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, one on one conversations after class, the majority of students were more

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 7% increase with overall student success as compared to the previous time this was taught. I did reach out to students and allowed for some late work to be submitted but the 4 students who weren't as successful chose not to submit the late work.

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| SLO #3 | <p>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.</p> | <p>11/11 = 100% of the students were successful in completing this assignment and earning a "C" or higher.</p> | <p>Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This 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.</p> | <p>There was a slight change to the rubric. There is no longer a requirement to receive a response back from the individual/organization that the student wrote. The points were dispersed over the remaining criteria. All students submitted their letter, one student was allowed to resubmit</p> |
| | | <p>35/35 = 100% of the students were successful in completing this assignment and earning a "C" or higher, there were 2 students who failed to submit the assignment used to assess this SLO.</p> | <p>Continue to work on better dialogue amongst the students and provide personal contact with students on the importance of submitting their assignments... This was a great class with excellent student participation. The students worked hard on their assignments and getting them submitted.</p> | <p>There were a few changes made on the rubric, omitting the response from the organization, and adjusting the point value for the remaining criteria. There was student success remained the same from the previous class for those who submitted the assignment.</p> |
| | | <p>9 (43) of the 21 students answered all the discussion questions. Students were eligible to receive a possible 5 points for the question assigned to them based on the first letter of their last name. Students were also eligible to receive 5 points when they responded to the opposite question. In some cases, students, did not answer the opposite question. Students were not to respond to student's who have answered the same question you were</p> | <p>When I teach the class again I may change how the discussion questions are set up.</p> | <p>Since this is the first time I have taught this class no changes were made.</p> |

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| CHLD 09 | SLO #1 | Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and | There were 2 students enrolled in this independent study, and 2/2 = 100% of the students were successful with the assignment used to assess this SLO. | Work closer with the students regarding articles/materials that support the relevance of play and how it impacts the development of children | This is the first time that I have taught this course. This course was taught as an independent study this semester as it's a pre-requisite for another course the students' needed to take. |
| | SLO #2 | Evaluate the teachers' role in providing best and promising practices in early childhood programs. | There were 2 students enrolled in this independent study, and 2/2 = 100% of the students were successful with the assignment used to assess this SLO. | The essay questions on the final support this SLO through the dissemination of implementing best practices in the classroom environment. These practices support NAEYC a Nationally | This is the first time that I have taught this course. This course was taught as an independent study this semester as it's a pre-requisite for another course the students' needed to take. |
| | SLO #3 | Students will compare and contrast play-based curriculum/curriculum that support inclusive and anti-bias principles; and design and implement curriculum based on observation, assessments, and collaboration with families that support learning in the | There were 2 students enrolled in this independent study, and 2/2 = 100% of the students were successful with the assignment used to assess this SLO. | This assignment supports developmentally age appropriate practices in the classroom that are supportive of the child and curriculum being used by the program. These practices support NAEYC a Nationally accredited organization | This is the first time that I have taught this course. This course was taught as an independent study this semester as it's a pre-requisite for another course the students' needed to take. |
| 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 | 87% of the students were successful in completing this assignment with a "C" or better, 13% 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 | I will continue to use the rubrics as they provide clarity of the expectations for the assignment when the student follows the rubric guidelines. Also sharing amongst the students was helpful too which we did online in our discussion postings. |

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| 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. | 81% of the students were successful in completing this assignment with a "C" or better, 19% of the students didn't turn in 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. Another thing I will share with the students is to be prepared when doing the observation assignment is to get in touch with the site early enough so they will be prepared. Some students waited until the last minute and found that they could not do | I shared with the student's - information what 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. This seemed to be a challenge in the course previously. 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 | 85% of the students were successful in completing this assignment with a "C" or better, 15% of the students didn't turn in the assignment. | 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 | There were in depth discussions 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. | <p>Discussion Starter Questions- of the 29 students enrolled 17 students completed all 8 assignments, 3 students completed 7 to 6 assignments, while 5 students completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 20 students who completed 6 or more papers, the results were 21 or 73 % receiving a "C" or higher, while 8 or 27% received a "D" or lower. The students who completed 6 or more papers for this assignment were graded as followed for this assignment: 12 received an A, 8 received a B, and 1 received a C.</p> <p>Discussion Starter Questions- of the 4 students enrolled 0 students completed all 8 assignments, 3 students completed 7 to 6 assignments, while 1 student completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 3 students who completed 6 or more papers, the results were 2 or 50 % receiving a "C" or higher, while 2 or 50% received a "D" or lower.</p> | <p>The Discussion Starter Papers serve as critical thinking papers and serve as a good job of assessing strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Next time teaching this class, I will continue to emphasize the importance of completing these assignments.</p> <p>The Discussion Starter Papers serve as critical thinking papers and serve as a good job of assessing strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Next time teaching this class, I will continue to emphasize the importance of completing these assignments and may make it an in class assignment.</p> | <p>Attempting to get the students to participate in the assignment more was done.</p> <p>I may make this an in class assignment as the students did not do as well as the online students.</p> |
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| SLO #2 | Analyze the nutritional needs of children at various developmental stages and evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers, and families. | Discussion Starter Questions- of the 29 students enrolled 17 students completed all 8 assignments, 3 students completed 7 to 6 assignments, while 5 students completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 20 students who completed 6 or more papers, the results were 21 or 73 % receiving a "C" or higher, while 8 or 27% received a "D" or lower. The students who completed 6 or more papers for this assignment were graded as followed for this assignment: 12 received an A, 8 received a B, and 1 received a C. | The Discussion Starter Papers serve as critical thinking papers and serve as a good job of assessing 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. Next time teaching this class, I will continue to emphasize the importance of completing these assignments. | Attempting to get the students to participate in the assignment more was done. |
| | | Discussion Starter Questions- of the 4 students enrolled 0 students completed all 8 assignments, 3 students completed 7 to 6 assignments, while 1 student completed 4 or less. It was difficult to give a total overall analysis as not all the students completed the assignments. Of the 3 students who completed 6 or more papers, the results were 2 or 50 % receiving a "C" or higher, while 2 or 50% received a "D" or lower. | The Discussion Starter Papers serve as critical thinking papers and serve as a good job of assessing strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Next time teaching this class, I will continue to emphasize the importance of completing these assignments and may make it an in class assignment. | I may make this an in class assignment as the students did not do as well as the online students. |

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| | SLO #3 | Identify and distinguish aspects of quality in programs for young children as related to health, safety, environmental risks and acknowledge the value of collaboration with families and the community. | <p>Observation Paper - Of the 29 students enrolled 25 students completed the observation paper, while 4 students did not complete the assignment. Of the 25 who completed the observation, the results were 25 OR 100% receiving a "C" or higher, with 1 student receiving a C, 1 student receiving a B and 23 receiving an A.</p> <p>Observation Paper - Of the 4 students enrolled all 4 students completed the observation paper. Of the 25 who completed the observation, the results were all 4 OR 100% receiving a "C" or higher, with 3 students receiving a B and 1 receiving an A.</p> | <p>The observation paper is a great tool for the SLO of Identifying and distinguishing aspects of quality in programs for young children as related to health, safety, environmental risks and acknowledge the value of collaboration with families and the community, as it gives the students a hands on experience in the</p> <p>The observation paper is a great tool for the SLO of Identifying and distinguishing aspects of quality in programs for young children as related to health, safety, environmental risks and acknowledge the value of collaboration with families and the community, as it gives the students a hands on experience in the</p> | <p>None</p> <p>None</p> |
| CHLD 19A | SLO #1 | Apply administration skills in various types of early care and education programs. | 18 students completed the assignment, 14 students received an 80% or better and 4 received a 70% or better. The 4 with the lower grade did not provide enough details needed to hold a quality staff meeting. 4 did not submit the | Continue to add this assignment as it is important to have a clearly defined agenda when conducting a staff meeting | None |
| | SLO #2 | Demonstrate knowledge of strategic and fiscal planning. | 18 students completed the assignment, 14 of the students received an 80% or better. The other 4 students received a 70% or higher because they did not follow all the format guidelines. 4 did not turn in this assignment | Continue to include this assignment. | |

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| | SLO #3 | Evaluate components of quality programs, facilities and operations. | 18 students completed this assignment. 17 students completed the assignment with an 80% or higher. The 1 students who scored below did not follow proper guidelines and/or did not include enough research and APA Group Discussion Questions (cumulative) –24/26 = 92% of the students who participated in weekly discussion questions were successful completing with a “C” or higher in cumulative discussions, and 2/26 = 8% of the students failed to participate in all cumulative discussions thus weren’t successful in this SLO. | Maybe include ANOTHER APA format that is specific to writing a research paper. | |
| CHLD 25 | SLO #1 | Critique theories and analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences and how this may impact young children’s social identity. | | I continued to use the discussion questions to identify how well students understand how culture influences communication, social skills, family childrearing practices and school readiness thus influencing the development of the child. The students brought various experiences to the classroom which resulted in very rich dialogue and in many cases a wonderful perspective of understanding from others. I learn from my students each time I teach this course and the conversations that occur show the need for teachers to truly understand the values and beliefs of the children and their families who are | The results were the same as when the course was previously taught. 24/26 students were very engaged in the discussion questions giving thorough responses and 2 students were sporadic in their response and replies to other students. I reached out to the two students who really struggled with the class. One was more responsive than the other and was able to submit enough work to at least pass the class. However, the other student I didn’t hear from, nor did this student take the final exam. I should have tried earlier during the course as perhaps it would have made a difference. |

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| SLO #2 | Critically assesses the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development. | Observation Paper: "Classroom Observation" - 16/20 = 80% of the students who followed the rubric and submitted their observation paper were successful completing with a "C" or higher, and 4/20 = 20% of the students failed to follow the rubric accurately; they were given the opportunity to resubmit for additional points but chose not to. There were 6 students who chose not to submit the assignment. | Students observe a classroom environment and the approach teachers take in setting up the environment that reflects the children's cultures/ethnicities. The students are able to articulate and describe the environment and the curriculum used, in addition the activities and materials that support the diversity of the families enrolled. Research different resources that provide a | This assignment provides a learning opportunity for students to view firsthand what they are discussing in this course. They are observing the setup of a classroom environment that supports multiculturalism. The paper reflects on the different materials, activities, and interaction that take place. This will continue to be a required assignment. There was a 0% change in student success as compared to the previous time this course was taught. |
| SLO #3 | Evaluate the impact of personal experiences and social identity on teaching effectiveness. | Interview Paper: "Teachers" – 20/22 = 91% of the students who followed the rubric and submitted their interview paper were successful completing with a "C" or higher, and 2/22 = 9% of the students failed to follow the rubric accurately, those students were given the opportunity to resubmit for additional points. In addition, 4 of the students failed to submit the assignment. | This assignment is relevant as we gain knowledge from experienced teachers in the field on their approach to developing curriculum and activities that support the diversity of the children and families in their classroom and | There were no changes as this assignment provides an opportunity for students to view different programs and compare the approaches the teachers take to creating an environment that supports diversity in the classroom. Some programs are Federally funded, State funded, or are privately owned. There was a 2% increase in student success as compared to the previous |

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| CHLD 35A | SLO #1 | Research and critically assess appropriate, positive guidance techniques for dealing effectively with children's behavior. | Of the 22 students who completed the whole course, 22 turned in this assignment for 100% turn in rate. Of these assignments turned in the grades are as follows: 15 A's (68%), 2 C's (9%), 1 D (.05%) , and 4 F's (2%). Those receiving the F's did not completed half of the assignment even after given support and directions on what the expectations of the assignment were. | Combining this assignment as well as allowing more time for students to learn the material so that they can accurately determine behavior in children has shown a higher "turn-in" rate this semester. I also had the assignment broken into parts: the students had to complete an observation within the first 3 weeks of class and then we used what they observed throughout the other assignments and helped make connections so that they had an understanding once they had to apply their knowledge to identifying the behaviors and then researching the techniques they observed by the teaching staff. I felt this made a more meaningful connection with the students and a higher quality of work was received this semester. In order to help improve this assignment, I will review the Assignment Requirements to check for clarity, as I did have some similar questions from students. I will also create an example of how the observation portion should be written up and how to | Previously this paper was two separate assignments that required a sooner due date for portion of the assignment and did not allow for students to full experience and learn the curriculum before trying to apply it to the observations they made in a classroom. |
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Of the 7 students who completed the whole course, 6 turned in this assignment for 86% turn in rate. Of these assignments turned in the grades are as follows: 3 A's (43%) 2 B's (29%), and 1 C (1.4%). 2 F's were received: 1 student who completed the course did not turn in this assignment and one other student stopped attending after the mid-term and did not drop this course.

Combining this assignment as well as allowing more time for students to learn the material so that they can accurately determine behavior in children has shown a higher "turn-in" rate this semester. I also had the assignment broken into parts: the students had to complete an observation within the first 3 weeks of class and then we used what they observed throughout the other assignments and helped make connections so that they had an understanding once they had to apply their knowledge to identifying the behaviors and then researching the techniques they observed by the teaching staff. I felt this made a more meaningful connection with the students and a higher quality of work was received this semester. In order to help improve this assignment, I will review the Assignment Requirements to check for clarity, as I did have some similar questions from students. I will also create an example of how the observation portion should be written up and how to

Previously this paper was two separate assignments that required a sooner due date for portion of the assignment and did not allow for students to full experience and learn the curriculum before trying to apply it to the observations they made in a classroom.

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| SLO #2 | Design a behavior plan that supports the success of the child in the classroom by examining the child's environment: child's home life and possible medical factors that may be affecting the behavior. | <p>There are 22 students who completed the whole length of the course. Of these students, all 22 students turned in a Behavioral Plan for a 100% turn-in rate: 11 received A's (50%), 5 received B's (23%: although each of these students were 5 points or less away from a A), 1 received a C (1%:only a few points away from a B), 2 received D's (0.9%) , and 3 F's (14%). Those that received the D's and F's were students who did not read the directions and only completed half of the assignment.</p> | <p>The adjustments that I will be making is to review the assignment directions and requirements to insure there is more clear directions as well as a FAQ section to the assignment. I will also add an activity to the discussion board to allow students to practice identifying behaviors within a scenario and determine their level of mistaken behavior in order for them to accurately complete this part of the Behavioral Plan assignment. There</p> | This was a new assignment this semester. |
| | | <p>There are 7 students who completed the whole length of the course. Of these students, 6 students turned in a Behavioral Plan for a 86% turn-in rate: 3 received A's(43%), 1 received B's (1%) , and 2 F's (2%). Those that received the F's were students who did not read the directions and only completed half of the assignment. One student did not submit the assignment at all and received an F as well for a total of 3 F's given for this assignment.</p> | <p>The adjustments that I will be making is to review the assignment directions and requirements to insure there is more clear directions as well as a FAQ section to the assignment. I will also add an activity to the discussion board to allow students to practice identifying behaviors within a scenario and determine their level of mistaken behavior in order for them to accurately complete this part of the Behavioral Plan assignment. There</p> | This was a new assignment this semester. |

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| SLO #3 | Facilitate and develop a partnership with the family that respects their knowledge of and concern for their child. | Within the discussion groups, students were required to include how to include family and the impact culture may have on a given topic that week. The average grade for all students with all discussions that involved this topic was 80-100% accuracy with their responses. | I will continue to expand on more direct questions and give more specific scenarios to help students identify other areas in which they can build relationships with parents or may need to when they don't think | Discussion questions were created to be more direct in addressing the partnership between parents and school to elicit specific example and answers from students to insure their understanding of the importance of building these relationships with not only the "well behaved" children but also with those that exhibit |
| COM M 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. | Sixty five (65) students fully understood the Problem Solving through the Four (4) Step Process. Eleven (11) students developed their skills to increase their scores from 0 - +9 points which would equal 80% effectiveness. Another thirteen(13) students demonstrated 90% effectiveness and another forty four (44) students demonstrated a 91% - 100% in their testing. All students improved with fifty five (55) students or 82% attaining a score of 110 points or greater on the AFCT Test. *Please Note The U. S. Army considers a soldier to be successful in class with a +8 -+10 point gain from their current GT Score. Once realizing a score of 110 on the AFCT Test, the soldier has completed as high as he/she may go. There is no A, B, C, D, grading in this class. The U. S. Army | 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 (2 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. |

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| SLO #2 | Students will demonstrate proficiency using context, narrowing, or root words to select vocabulary choices. | Sixty eight (68) students fully understood the approaches to learning vocabulary. Eleven (11) students developed basic skills and understanding in enlarging their vocabulary to have an 80% effectiveness in their testing. Another thirteen (13) students demonstrated 90% effectiveness and another forty four (44) students demonstrated a 91% - 100% in their vocabulary/word knowledge testing. All students improved with fifty five (55) students or 80% attaining the 110 points or greater | 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 | 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 – 93% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 15 students: •A=6 B=2 C=6 F=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 through | |
| | 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, | COSM 50A students completed chapter reviews, exams, and performance skill required by Board of Cosmetology competencies – 93% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 15 students: “A “ (6) “ B” (2) “C” (6) “F” (1) | Construction of a soft skills rubric that further details the expectations of learners to further build on handling conflict management, assertiveness, and presentation. | Constructing a classroom environment that fosters critical thinking, self-confidence, and problem- solving continues to be a measure in effective communication. |

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| | 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 – 93% of students successfully completed the required coursework with a “C” or better – Classroom enrollment of 15 students: “A” “C” “D” “E” “F” “G” “H” “I” “J” “K” “L” “M” “N” “O” “P” “Q” “R” “S” “T” “U” “V” “W” “X” “Y” “Z” | 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 | 12 students passed with a "C" or better- 100%. One student failed due to personal issues and did not complete the class. | Making changes in class using new books. New projects and classroom activities. | New Milady's 2016 edition integrated. |
| | SLO #2 | Student will demonstrate sufficient knowledge and competency in understanding hair analysis, hair structure, hair texture, proper shampooing, and different types of hair loss | 12 students pass with "C" or better. One student stopped coming to class, due to personal issues, which they received an "F" 92% | 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. | 12 students passed with a “C” or better. One student failed due to personal issues 92%. | Brought in different demos on haircuts to demonstrate for the students. | 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 | Cosmo SOC Spring 2017 Chapter reviews, performance skill checklist of Board of cosmetology mandated competencies, and exams. | There will be minimal changes in pedagogy for the next semester, the success of the learner in this coursework is an indication of the effectiveness of the instructional tools used | No Changes made from this assessment period. Faculty will continue to provide the various types of projects that will focus on problem-solving situations that students will encounter in real-world circumstances. Encourage active participation of students in all classes |

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| 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. | 12 out of 12 passed with a C or better. | Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes. Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs and safety. | No Changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the workplace. |
| SLO #3 | Students will successfully determine their client's hair coloring needs using salon terminology, and to communicate with diplomatically with clients using customer service skills. | 12 out of 12 passed with a C or better. | Collect currency in beauty industry updates, regulations, and technological resources to support the student learning outcomes. Learners develop technical skills to perform a wide range of beauty treatments, and visions to identify what each individual client needs are safely | No changes made from this assessment period. Faculty will remain vigilant in developing technical skills to learners to prepare them for the workplace. |
| COSM 51A | The students will demonstrate the ability to render nail services in a safe environment including identifying structure and composition of nails and growth cycle. | Students enrolled in the course. Exams and quizzes are implemented detailing nail technology. 11 out of 11 students successfully completed the required coursework with "C" grade or better. | Faculty will continue to align the student learning outcomes to the mandates of the Board of Barbering and Cosmetology. Interactive cosmetology skills demonstrated by students achieve the desired results of success for students when tested by the cosmetology licensing board. Cosmetology faculty will continue to development assessment plans and use the information to | The changes made in the coursework employed terminology Flashcards: the ability to remember terms will assist learners to be test-wise. Another strategy to promote success of learners by encouraging self-direction and commitment to the learning experience. All faculty will continue to motivate students to work towards the student learning objectives for the course. |

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| SLO #2 | The students will demonstrate knowledge and prepare a manicure table preparation, basic manicure, pedicure, hand, arm, foot & leg massages; using proficiency in these procedures as outline from the Board of Barbering Performance Criteria for licensing. | Students enrolled in the course. Mock practicum are implemented for each segment of nail technology to prepare the student for licensing. Thirteen student enrolled successfully completed the required coursework with a "C" grade or better. | There are no changes to be implemented at this time; continue to evaluate the quality and quantity of student's learning through dialogue with faculty and students. Properly use assessments to provide evidence of learning and use rubrics as the gauge for learners to understand the measurement of each performance assignment. Encourage learners to | Retention results are 100% my success rate is 100% |
| 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 |
| COSM 51B | SLO #1 The students will identify the structure and composition of skin, and explain the function of skin. The students will demonstrate the ability to provide skincare services in a safe environment and take measures to use | COSMO 51B-Spring 2017 Project on the layers of the skin, performance reviews to enable each student to pass 51B and the State Board exam and the written part of the California exam requirements. Out of 13 students; 100% of them successfully completed the class with a "C" or better. | Faculty will continue to align the student learning outcomes continue you to encourage the students and enforce repetitious learning. The will work on flashcards and handouts that pertain to | The changes made in the coursework use of power point on skin structure that will enhance retention of terms to develop the abilities to test with confidence. Continue to promote the success of each learner by encouraging self-direction and commitment to the learning experience. All faculty will continue |
| SLO #2 | The students will identify various types of hair removal methods, cosmetic uses, products for facials, massage manipulations and their effects; define memorize, and demonstrate skin care terminology and procedure. | Each student is assessed individually on State Board exam sanitation, waxing/tweezing, basic facial, facial makeup section of the examination. The students all did well on their mock assessments. The overall for the class was 13 out of 13; 100% . All passed but some scores were lower than others. | We will encourage and reinforce what they've learned, We will continue to guide, aid and direct these students. We will give the student handouts/ study guides to help familiarize them with all the terms to pass | A little more organized. We gave handouts and kept them busy. Did two guest demonstration classes. |

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| | SLO #3 | The student will orally explain the elements involved in client consultation. | 13 out of 13; 100 % passed, some scores lower than others. | We will continue to do hands on with the students. Make sure they have full understanding of their operations they need to perform on the practical and the written part of the examination to pass their 51B Class here at BCC and what they need to pass their | Immediately after assessing I gave them a paper telling why and what they did wrong so there were no discrepancies. We will continue to assess individually. Much more accurate. |
| COSM 51C | SLO #1 | Students will demonstrate sufficient proficiency of cosmetology technical operations, manipulative and analytical skills in developing and operating a Salon Business. | 100% of the students passed the course with a 70% or better. | Based on the data above no changes seem necessary. However, the other instructors and I realized there are several changes that need to occur in the presentation of the course. Some of the planned changes are with the syllabus, rubrics, grading system, and | There were no changes made to this course since the previous presentation because it was the first time this instructor taught it. |
| | 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. | 100% of the students passed the course with a 70% or better. | Based on the data above no changes seem necessary. However, the other instructors and I realized there are several changes that need to occur in the presentation of the course. Some of the planned changes are with the syllabus, rubrics, grading system, and | There were no changes made to this course since the previous presentation because it was the first time this instructor taught it. |

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| | <p>SLO #3A Apply problem solving techniques</p> | <p>100% of the students passed the course with a 70% or better.</p> | <p>Based on the data above no changes seem necessary. However, the other instructors and I realized there are several changes that need to occur in the presentation of the course. Some of the planned changes are with the syllabus, rubrics, grading system, and</p> | <p>There were no changes made to this course since the previous presentation because it was the first time this instructor taught it.</p> |
| <p>COSM 52</p> | <p>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> | <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. 17 students are enrolled in the course and 10 of them successfully completed the coursework with a "C" grade or better. There was 7 student who received five D's and 2 F's, due to attendance and not completing their assignments. This represented 41% 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</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> |

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| <p>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.</p> | <p>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. 17 students are enrolled in the course and 10 successfully completed the coursework with a "C" grade or better. Five students received a D and two students received an F grade due to missing quizzes and attendance. This represented 41% 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. 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 is actually 100% for state board of Cosmetology. The students were able to fulfill requirements hours</p> | <p>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.</p> |
| <p>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.</p> | <p>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. 17 students are enrolled in the course and 10 successfully completed the coursework with a "C" grade or better. Seven students did not complete the electronic practice examinations which</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. We will continue to synchronize curriculum with the Board of Barbering and Cosmetology mandates to ensure effective learning and student success.</p> | <p>Continuing with assessment methods has provided 100 % success rate in student licensing. The results has delivered positive student outcomes synchronous with Barstow College requirements.</p> |

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| CSIS 1 SLO #1 | Make evident an understanding of how computers work with input, output, processing, storage, and stored programs. | Based on the final exam results, 34 out of 36 (94.44%) students successfully demonstrated understanding of SLO #1. There were three (3) active students didn't take the final exam. | None, as the success rate is very high. However, students will continue to be reminded to follow the instructions in item 10 as explained above. | I stressed on the importance of understanding the basic concepts how computers work with input, output, processing, storage, and stored programs. Students were reminded on the importance of reading the textbook were SLO #1 is covered. In addition, students were |
| | | Based on the final exam results, 39 out of 40 (97.5%) students successfully demonstrated understanding of SLO #1. There was only one (1) active student that didn't take the final exam. | None, as the success rate is very high. However, students will continue to be reminded to follow the instructions in item 10 as explained above. | I stressed on the importance of understanding the basic concepts how computers work with input, output, processing, storage, and stored programs. Students were reminded on the importance of reading the textbook were SLO #1 is covered. In addition, students were |
| 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 16 (87.5%) students successfully demonstrated understanding of SLO #2. There were two (2) active students didn't perform this lab project. | Students will be instructed on the importance of understanding the topic behind SLO #2, attend classes, and faithfully and carefully follow the lab | I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #2, attend classes, and carefully follow the lab instructions was |
| | | Based on a hands-on lab, 32 out of 35 (91%) students successfully demonstrated understanding of SLO #2. There were four (4) active students didn't perform this lab project. | Students will be instructed on the importance of understanding the topic behind SLO #2 by reading the textbook that deals with Windows and it's directory, and to faithfully, and carefully, | Great emphasis was exerted on how important it is to perform the lab pertained to Windows and its directory structure, and be able to use Windows commands. In addition to the above, students were reminded on the importance of following the lab instructions. Students were instructed to read |
| | | Based on a hands-on lab, 35 out of 37 (95%) students successfully demonstrated understanding of SLO #2. There were five (5) active students didn't perform this lab project. | Students will be instructed on the importance of understanding the topic behind SLO #2 by reading the textbook that deals with Windows and it's directory, and to faithfully, and carefully, | Great emphasis was exerted on how important it is to perform the lab pertained to Windows and its directory structure, and be able to use Windows commands. In addition to the above, students were reminded on the importance of following the lab instructions. Students were instructed to read the |

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| | Based on the final exam results, 15 out of 17 (88%) students successfully demonstrated understanding of SLO #1. All active students took the final exam. | Need to emphasize the importance of understanding the topic behind SLO #1, attend classes, and faithfully read the text book. | I tried to evaluate my approach to dealing with the SLOs, and to make sure that my approach of emphasizing the importance of understanding the topic behind SLO #1, attend classes, and faithfully read the text book was working. |
| SLO #3 | Show a basic understanding of computer programming; and how to create, compile, and execute a computer program using a high-level programming language. | Based on the final exam results, 13 out of 17 (76.5%) students successfully demonstrated understanding of SLO #3. All active students took the final exam. | Students will need to be reminded on the importance of understanding the topic behind SLO #3, attend classes, and faithfully read the text book. |
| | | My previous approach of doing the above was working, as the success rate was 100%. | |
| | Based on the final exam results, 33 out of 36 (92%) students successfully demonstrated understanding of SLO #3. There were three (3) active students didn't take the final exam. | None, as the success rate is very high. However, students will continue to be reminded to follow the instructions in item 10 as explained above. | I stressed on the importance of understanding the basic concepts of computer programming; and how to create, compile, and execute a computer program using a high-level programming language. Students were reminded on the importance of reading the textbook were SLO #3 is covered. In addition, students were encouraged to do the lab that deals |
| | Based on the final exam results, 37 out of 39 (95%) students successfully demonstrated understanding of SLO #3. There was only one (1) active student that didn't take the final exam. | None, as the success rate is very high. However, students will continue to be reminded to follow the instructions in item 10 as explained above. | I stressed on the importance of understanding the basic concepts of computer programming; and how to create, compile, and execute a computer program using a high-level programming language. Students were reminded on the importance of reading the textbook were SLO #3 is covered. In addition, students were encouraged to do the lab that deals |

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| ECON 1 | SLO #1 | Application of trade Theory through case studies. | 2-Bs, performed well working through a webinar from Ft. Irwin. Various issues with webinar but ladies worked hard provided some suggested study habits to improve retention. | Students who review chapter summary first before reading text and follow suggested study habits tend to do better in class | Final grades: 2-As Ladies followed suggestion and performed as expected |
| | | | 5-B, 1-D, 1-F 1-No test. Suggested methods to improve study habits began reading chapter summary prior to chapter discussion. | Students who read the text, follow suggested study habits do well in class. | Final grades: 5-S, 1-B, 1-F 1-Dropped class, left class before final |
| | SLO #1 (1) | #1 Recognition of global "Have vs. Have Not" nation differential income levels by using GDP/capita rather than GDP alone in comparing the incomes of its citizens on a country by country basis. Core Competency: Communication and Critical Thinking and Global Awareness and Personal/Professional Development Assessment Methods: Project or Presentation, Demonstration, Essay or Writing Assignments, Chapter reviews and group discussions. | From Moodle Grade book | 89% rather than 81% students receiving a C grade or better from the Fall 2016 term. So in this way it was a success by changing my materials. What I intend to do is to make comparison with this term with the next Spring term. Because it took me so many months to redo I need a hiatus from ECON 1, because I am now working on redoing ECON 2 while we speak with Nancy Olsen to see if that will make ECON 2 better too. That is going to take me another 2 more months of work to get it up to where I want it to be. All | We seem to have in both my ECON 1 and ECON 2 a range of 80-82% retention so we were the same. . But the 1 F's brought a positive note on our results. |

From Moodle Grade book

Because it took me so many months to redo I need to redo the midterm and finals to include some questions from my notes in my ECON 1 class, and I also completed my redo on ECON 2 while we speak with Nancy Olsen to see if that will make ECON 2 better too. FYI both of these redo's took me 6 months to complete. Or it took me 3 months each of working on them but for several hours a day.

I am willing to take some of the blame of the poorer results but this is what I added in both ECON 1 and ECON 2 on how that: I add this Week 1 for all my students to read so they know how to study before they begin. Some students follow my prescription but others refuse to do so.

There are in fact, 4 ways to study this class outlined below.

The first way I recommend to students who wish to gain a passing grade. Begin in this order:

1st Read my notes for each chapter outlines a quick assessment of the

We seem to have ECON 2 a range of 80-82% retention so we were down quite a bit. But also the C or better grade were in the 81% range. You may be wondering why ECON 1 was lower and ECON 2 was in fact, higher after doing a redo of it this term. I believe the reason is that most of my redo in ECON 2 unlike ECON 1 is where most of my notes were similar to the Mankiw text. But this was not the case in ECON 1.

In fact, I had some students offer me in my last discussion asking them if they liked my new notes who said they liked my ECON 2 notes better than even the Mankiw text. The reason being that I added more Southern California issues to my notes than them reading a dry Mankiw commentary. I tried to build a more interesting approach that many of which many of those ECON 2 students said they preferred.

Getting back to ECON 1 another problem that existed also was that less students for some reason, completed the final which hurt their grades too. After adding more of my notes in the quizzes I hope to see next term a better response than Spring 2. Like I said what is baffling to me is that Spring 1's ECON 1 results were much better even after the changes that were made in the new notes with ECON 1.

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| SLO #1 (Vascon cellos) | An awareness of the importance of international trade on both the domestic and world economics | Knowledge trade data accessed during onset of semester through reports, current event/group assignments, exams; 56% showed some measure of knowledge. Outcome improved to 78% by last week of instruction | Modify objective so that in includes more objective assessment through objective and essay type examinations. | Changes in the areas of comprehension for such information in that previous courses showed less initial understanding with little improvement by semester end. |
| SLO #2 | Understanding of Banking Theory through case analysis. | 2-As The two ladies worked very hard. They turned in their homework and articles from periodicals. 5-A, 1-B, 2 did not take final exam, students effort improved significantly during class due improved study habits. | Please see SLO #1, #1 Please see SLO 1 #11 | Final grades mirrored their final exams. Final grades mirrored the final exam. |
| SLO #2 (2) | Application of How the FED's Monetary Policies affect the US economy through case studies. Core Competency: Communication and Critical Thinking and Monopolization Policies by the Justice Department and US and Global Awareness and Personal/Professional Development Assessment Methods: Essay or Writing Assignments, Project or Presentation, Demonstration, Chapter review, breakout sessions, | From Moodle ~ 16/26 = 60% completed doing these write up. Last term I had about 74% do these during the Midterm. It shows me a lack of enthusiasm on these students from the get go. I try to have at least 70% score but that is not always obtainable but 60% suggests students are not doing their work right from the getgo with that poor of score. I have some students drop after the midterm when they receive a lower score so I then had fewer students left to complete the final and the final paper that could have affected the final paper score below after the midterm. However, what is interesting that instead of many | As long as I can receive close to 70% I have to hope but this 60% that students didn't work on right after the midterm and hopefully this trend next term doesn't continue. | One thing I could do better is maybe shoot them off an email or two. I sent one email off to let the students know about this assignment was due but maybe this was not enough. |
| | | From Moodle ~ 29/35 = 74% which was really fantastic while it was only 29/42= 69% last time where there is usually 68% responses last term ~ I try to have at least 70% score but that is not always obtainable but 74% is a great score. I have some students drop after the midterm when they receive a lower score so I then had fewer students left to complete the final and the final paper that could have affected | As long as I can receive close to a 68 - 70% I have to hope that this at 81% and hopefully it continues. | None I believe that a 68- 70% rate is the normal rate of students completing this task. So with an 83% rating this is a great score even if the other grades were not as good it shows that many students that remained gained a lot of knowledge. |

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| SLO #2 (Vascon cellos) | An understanding of Monetary and Fiscal Policy and how both are utilized in economic decision making | Data collected and analyzed including discussions and written essays. Presentations of the aforementioned exemplified 80.2% comprehension at end of semester. | Will continue testing SLO including different methodologies and assignments. | Significant improvement –two thirds- from prior period’s assessment. |
| SLO #3 | Recognition of global components essential for international GNP/GDP calculations. | 2-Bs Students felt this information was much easier and reduced their study efforts | Please see SLO #1, #11 | Encourage additional effort in future study habits, please see SLO 2, #10 |
| | | 4-B, 2-D, 2-F Students felt this information was much easier and reduced their study efforts | Please see SLO 1, #11 | Encouraged review of chapters summary and maintaining study habits please see SLO 1, #10 |

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| <p>SLO #3 (3)</p> | <p>Understanding How Outsourcing Affects US Jobs Theory through case analysis Core Competency: Communication and Critical Thinking and Health Care and Obama Care Awareness as it rolls out and most of its implications and Personal/Professional Development. Assessment Methods: Essay or Writing Assignments, Project or Presentation, Multiple Choice, Demonstration, Research work, surveys, observations, interviews, chapter reviews, breakout sessions, group discussions, and questions.</p> | <p>Taken from Moodle 16/26 = 60% did this paper along with their final exam. It is usually at least 70% of the students and I30 usually 30% who don't respond as much when completing the final paper but they did better this time and was even close to 70% so I was happy with that result. However, this 60% shows the same percentage as the figure shown above.</p> | <p>What I intend to do is to add more quiz questions from my notes and not just the text so about 25 - 33% of the test material will be added to the other portion of the text, to see if that helps student test scores to rise. What I think happens if a student doesn't do well on the midterm, then sometimes feel frustrated so these changes need to be made especially on the midterm and also the final. As for the new notes, Nancy Olson told me she liked these new notes because I added a lot of videos and also a lot of links with added research and more than just my own ideas as proof, so students would receive more data and facts, through my own research on the subject. I believe that by adding these extra authors additional to mine, it was to their advantage. Students need to research on their own, so by adding these</p> | <p>I found that some midterm scores dropped that could have reduced. However, due to the final participation of this assignment increasing I was less troubled. I was less happy with the number of students receiving D's and F's but happy with the Students who did so well in completing the midterm and final papers.</p> |
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Taken from Moodle 26/35 = 29% or the last session it was 26/39 = 67 and I usually find students don't respond as much when completing the final paper but they did better this time and was even close to 70% so I was happy with that result.

As long as I can receive close to a 68% rate then it is working, lower than that rate then I have concerns the ideal of 70% was better with the midterm paper 74% and the final was 69% which is close to 70%. One thing I did was add about 5 extra students and because our class is comprehensive, in deciding to add these extra students it might have hurt some because of them starting the program late. I decided to add more students about 8 because I have 15 students on our waiting list for ECON 2 and I will see if I have the

I found that some midterm scores dropped that could have reduced. However, due to the final participation of this assignment increasing I was less troubled. I was less happy with the number of students receiving D's and F's but happy with the Students who did so well in completing the midterm and final papers.

SLO #3 Importance of global central banking and its applicability to the domestic economy

International economic issues addressed throughout course with final chapters devoted exclusively to the subject. Student learning indicated a progressive measure of understanding with 63.8% having a through comprehension by semesters end.

Will incorporate changes made in question 10 during following semester.

Developed and utilized case book analysis, PDF readings and streaming video discussions pertaining to European Central Bank issues, foreign exchange policy and purposes of World Bank and IMF (Intl. Monetary Fund). Student learning improved which could be a testament to

ECON SLO #1 Incorporation of Business Planning utilizing Microeconomics principles.

12 passed, 2 did not take quiz. Provided ways to improve study habits.

The students who take advantage of suggested study habits do better. They also turn in articles for extra credit, this concept will continue. Increase discussion of key concepts and review of chapter summary

Final grades 3A, 7B, 2C, 2F. The F students had quit coming to class. Improved study habits increased final grade points.

SLO #1 Incorporation of Business From Moodle Grade book
(McQueen) Planning utilizing
Microeconomics principles.
Core Competency:
Communication and Critical
Thinking and Global
Awareness and
Personal/Professional
Development
Assessment Methods:
Project or Presentation,
Demonstration, Essay or
Writing Assignments,
Chapter reviews and group
discussions.

Because it took me so many months to redo I took a hiatus from ECON 1, and did a complete redo of ECON 2 while we speak with Nancy Olsen help too to make ECON 2 better. Both a redo of ECON 1 and ECON 2 took me 6 months to complete. In fact, I wrote every day some of the material through that period so my writing were very extensive. Here is what I added that was new:

I redid all of my notes and including these changes below: These are for both ECON 1 and 2

There are in fact, 4 ways to study this class outlined below.

The first way I recommend to students who wish to gain a passing grade. Begin in this order:

1st Read my notes for each chapter outlines a quick assessment of the Mankiw text.

2nd For visual learners I would recommend after reading my notes that you watch the videos .You will see several links

We seem to have ECON 2 a range of 80-82% retention so we were down quite a bit. We had 26/32= 81% had a C or better grade so we were in the 81% range. You may be wondering why ECON 1 was lower and ECON 2 was in fact, higher after doing a redo of it this term. I believe the reason is that most of my redo of the ECON 2 Micro material was similar to the Mankiw text. What I mean by that is that Macroeconomics depending on the presidency can change radically from one administration to the next. This is particularly true with the Presidency of Donald Trump where the press characterize him as a NUT case in the Whitehouse, and are not willing to understand his economic philosophies, which are much like Kennedy and Reagan, who were in their days volatile presidents too. Why is because they reduced taxes and to the house and senate that sounded insane.

However, Microeconomics is exactly the same whichever text I would use or even my notes would be about 95% similar to the Mankiw text. My only difference is that I added a more story version than Mankiw did, and I believe his text for a study read is rather dry.

In fact, some students said they liked my ECON 2 notes better because it was an easier read in my evaluation than even the text. One reason being that I added more interesting Southern California stories to my notes which the Mankiw text would never do. I tried to build a more interesting approach to my notes of

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| SLO #2 | Comprehension of marketing strategies for small business | 13 passed, 1 didn't take quiz and stopped coming to class. Improved study habits increased grade | Please see SLO #1 | Please see SLO #1 |
| SLO #2 (McQueen) | Comprehension of a High Tech Monopolization Case between Microsoft vs. Netscape Case forcing Microsoft to Pay Netscape damages with its inclusion of Outlook in its Windows Software. Core Competency: Communication and Critical Thinking and Monopolization Policies by the Justice Department and US and Global Awareness and Personal/Professional Development Assessment Methods: Essay or Writing Assignments, Project or Presentation, Demonstration, Chapter | From Moodle ~ 24/32 = 75% which it was 73% last time. What I noticed is that my goal was 70% so this Spring Term we were 5% higher than was expected. For this reason my ECON 2 students did better this term even with my new notes. | See the changes above. | None I believe that a 70% rate is the normal rate of students completing this task. If another student was added it would have increase it to 70% for a student obtaining Extra Credit. Doing this by the way is not Mandatory. |
| SLO #3 | Understanding and inclusion of "explicit" and "implicit" costing strategies into business plan. | 13 passed, 1 failed. Continued effort to improve student study habits. | Please see SLO #1 | Please see SLO #1 |

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| <p>SLO #3 (McQueen)</p> | <p>Understanding how the New Health Care Act will affect Health Care costs and the indirect and direct taxes of most Americans. Core Competency: Communication and Critical Thinking and Health Care and Obama Care Awareness as it rolls out and most of its implications and Personal/Professional Development. Assessment Methods: Essay or Writing Assignments, Project or Presentation, Multiple Choice, Demonstration, Research work, surveys, observations, interviews, chapter reviews, breakout sessions, group discussions, and questions.</p> | <p>Taken from Moodle 22/32 which it was 69% which the responses = 73% last terms responses and still we were close to 70%. What is interesting that this percentage of students who responded to the midterm Extra Credit as the Final responses b dropped by about 5%. Usually there is a drop from Midterm to Final by a few percentage points which is normal as so many students are trying to not only complete my class but other classes too.</p> | <p>One thing is that I just changed all of the ECON 2 notes this term so I need a few more classes to see if more changes are needed. See a few of my changes above. Needless to say, there should be less problems with Microeconomics than Macroeconomics, because each administration change emphasizes new ideas while Microeconomics is indifferent. ☐ As for a final statement as my overall action plan, in the creation of my new ECON 2 notes, I added a lot of videos and also a lot of links with added research and more than just my own ideas as proof, so students would receive more data and facts, through my own research on the subject. I believe that by adding these extra authors additional to mine, it was to their advantage. Students need to research on their own, so by adding these additional links and videos, I thought it would</p> | <p>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. (I did email students again before the final and it tended to increase students final Extra Credit responses)</p> |
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| ELCT 70E | SLO #1 Demonstrate a working knowledge of the code and safety requirements as outlined in the NEC. | All students were proficient in SLO tasks, shown in test results and performance tasks. Course grades were all "B" or higher and students showed a firm understanding of content. Students demonstrated their knowledge of NEC safety requirements and code book navigation. NCCER Performance Tasks were also completed in which each student | To improve success and retention of material this course needs to have repetitive exercises. Giving students different methods of delivery helped keep their interest. It will be helpful to break-down the size of material from the NEC | New methods of delivery were given to students in order to keep material interesting. Repetition was also a key factor in the retention of material. |
| | SLO #2 Demonstrate a working knowledge of EMT conduit fabrication. | All students were proficient in SLO tasks, shown in test results and performance tasks. Course grades were all "B" or higher and students showed a firm understanding of content. Students demonstrated the ability to bend, cut, and install electrical conduit. NCCER Performance Tasks were also completed in which each student | Course material and curriculum work well for conduit fabrication, however more time and depth should be put into hands-on work. Practicing the lectured material is most beneficial to students. | Lecture on conduit bending and installation was tied directly into the hands-on excuses. Students were given plenty of practice and experience with the physical handling of conduit. The more students were able to work with conduit and associated tools, the more they grasped the calculations. |
| | SLO #3 Demonstrate a working knowledge in the installation of a buildings power distribution and lighting systems. | All students were proficient in SLO tasks, shown in test results and performance tasks. Course grades were all "B" or higher and students showed a firm understanding of content. Students demonstrated their knowledge of installing power distribution and lighting systems. NCCER Performance Tasks were also | Course material and curriculum were well planned for student absorption. Showing students examples of commercial and industrial applications will help with retention. | New methods of delivery were given to students in order to keep material interesting. Utilizing relative examples of material helped students comprehend the subject matter. |
| ENGL 101 | SLO #1 Students will improve as writers in simple writing and fixing grammatical errors in sentences. | Some students excelled, while others could not form simple sentences. They all understood the grammar and punctuation rules but struggle to put them into practice. | I plan to continue the no grade on weekly assignments method. The class was much more open to asking questions and searching out answers. Discussions were also livelier. | I incorporated mini pop quizzes to pinpoint weak errors this semester. It helped target specific problems. I continued the weekly non-graded assignments. I am finding that the loss of grade pressure is helping them learn in a more stress free environment and they are learning faster. The diligently do the |

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| | | Students were assigned to write a Letter to the Editor. Students submitted seven revisions—each for specific grammar requisites. | Students fear of failure prompted the change to a more "lengthy" assignment. This fear needs to be addressed consciously. Perhaps, this assignment should be shortened. Attention span was strained after | This is a repeat of a previously used assignment. |
| 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 | All students were engaged and eager to address "real world" issues. This may have needed up being as much about their finding their "voices" as addressing a prompt. All were unsuccessful. Students were able to put together a sequence of paragraphs that worked together for a cohesive whole. They were able to respond to specific information required in the assignments. Grammar in practice still presents some problems, but will work themselves out with longer writing exposure. Students were exposed to citation practices and grasped the | Continue focusing on issues immediately relevant to students. Avoid polarizing topics. I will continue the no grading weekly assignment method. | "Real world issues" was the area suggested by a previous assessment. However, the current political climate made for some student discomfort. Worked with the Owl website to allow them to access information from home. |
| ENGL 102 | SLO #1 Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs. | Each student edited at least three other students' essays on a variety of problems in writing. 17/18 or 94% successfully completed the assignment with a "C" or better. 1/18 or 5% failed to follow criteria. All the students turned in the assignment. Students were able to write cohesive paragraphs that stayed on topic with minimal errors. Most students passed the weekly grammar quizzes with 70% or more. | Since this pedagogy was effective, I will continue this plan for next semester. However, I will ask students to write a one-page paper on their findings of how they helped with revision of another student's Interest was high for the research project resulting in papers that were easily Eng 50 quality. | Because of the changes made from previous semester: while in groups, students discussed their discovery of how and why each paragraph can be better; therefore, each student understood his or her own approach at revision. Continued the non-graded assignments. The environment was very conducive to learning and retention of the lessons. |

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| | | 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 | This is a repeat of a successful writing analysis, done last year. Student memory of the prompt was limited, on showed significant improvement. |
| SLO #2 | Students will be able to read short prompt and write a clear focused paragraph response – response should show clear understanding of paragraph structure, clearly respond to prompt and have four | All students wrote effective, coherent, essays. While revision was necessary, much of the revision need were self-identified. | Although the writing was effective, it was boring. I plan to return to the more engaging incorporation of real-world issues. | Incorporation of real-world”, relatable, issues was suggested by previous assessment. Student engagement was evident. However, because of extreme political polarization, I chose to go with a path of less controversy. |
| | | Reading response analysis: 15/18 or 86% of the students successfully completed this assignment with a “C” or higher. 3/18 or 11% of the students failed to follow criteria. All the students turned in the assignment. | Therefore, the changes made from previous semester helped. There was more active participation. The more questions about how and why a piece of writing is successful or persuasive it seems the better their analysis of the article. I will continue this plan for | I added more critical thinking questions which gave me 7% higher success rate in assignment. |
| SLO #2A | Students will improve as writers in writing paragraphs and fixing grammatical errors in sentences and longer writing such as paragraphs. | All students were able to write a series of paragraphs that works together to explain a point. | I will continue the live research project if possible. Interest and results were high. | Added a real life research project that entailed students collecting information from live subjects using an identical survey. Project was the Walmart Effect (a new super Walmart is opening in Bartow and I thought it might be interesting for them to see the possible ramifications.) |
| SLO #3 | Given a paragraph sample, students will be able to apply knowledge of paragraph structure to determine elements of paragraph. | 15/18 or 86% of the students successfully completed this assignment with a “C” or higher. 3/18 or 11% of the students failed to follow criteria. | The questionnaire was successful because it helped students think critically about their own writing. I will continue this assignment; however, I will add a group discussion on their | Students were asked to free write some of the problems they were having in writing. Also, they answered ten questions on how to improve those problems. |

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| | | <p>All students who remained in the class demonstrated understanding of paragraph structure including transitions from one paragraph to the next. They wrote a researched argument for their final paper including rudimentary citation in text and on a page.</p> <p>I created Kahoot games and Quizlet cards for all 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.</p> | <p>Continue the no grades on learning assignments method. It is working.</p> <p>Removing pressure enhances learning.</p> <p>The results suggest that these are effective methodologies which should be repeated.</p> | <p>No grades on learning assignments—see slo 1</p> <p>This semester I included Quizlet to make smartphone app studying easier for students.</p> |
| ENGL 1A | SLO #1 | <p>Student will be able to read and analyze a college-level article or essay and compose an essay in response that goes beyond a standard five-paragraph essay.</p> | <p>15 students attempted the assignment and all accomplished the goal of a "C" or better. This was a success rate of 100 %.</p> <p>Last semester, I adjusted the interview assignment to help the students use the interview in their argumentative essay. When adjusting the interview, I instructed students to use a conclusion that shows how they will use the interview in their paper. This led to students having a better understanding of how to use the information from the interview in their papers. In the conclusion, had several students mention that conducting the interview helped them see a point of view they hadn't</p> | <p>Last semester, the students conducted an interview about a topic about health care. Each student had to use a certain format for the interview that would help them in the upcoming essay.</p> |

16 of 21 students (76%) demonstrated proficiency on the literary analysis essay, and 19 of 21 (90%) demonstrated proficiency on the ad analysis essay. Between the two assignments, 20 of 21 (95%) demonstrated proficiency on at least one attempt.

18 of 23 students (78%) demonstrated proficiency on this assignment. The remaining 5 students did not turn in this essay.

The percentage of students successfully completing the literary analysis essay is the same as it was last year. Students primarily struggled with making these essays go beyond the standard five-paragraph essay. This may be due to the fact that the reading was divided into three parts and lent itself well to a five-paragraph essay. In Every student who completed this assignment demonstrated proficiency on it. I believe it was helpful that I had students participate in a discussion forum about the reading assignment before composing the essay for assessment. Perhaps this would be helpful in my live classes as well. I should also make this assignment

I provided more example essays to students and gave more feedback on drafts and practice opportunities than I had in the past.

Although I've taught this course live, I had not previously taught it online. It was significantly different, and even the assignment was significantly different.

38% of 26 students (or 10 out of the 26 students) on the final exam essay reflect comprehension of reading analysis and exhibited an extensive composition response to the reading. About 2/3 of the students in this class had major issues, culminating in the final exam essay, with reading comprehension and with expository essay writing in formal tone that goes beyond the 3 to 5-paragraph essay model. Critical thinking skills as well as writing skills were lacking in the final essay from 3 of the 10 students in class. The students who did not pass with a "C" or above on the final essay (16 out of 26) had a plethora of difficulties that included struggling with the other essays in the class as well, not doing some of the essays assigned as coursework (these essays are designed to help the student practice for the final essay), and not doing as well on the final as on their practice essays. The students seemed to be struggling so hard with converting to Canvas for the first time that they did not seem to notice that the assignments in the class were specifically designed to help them pass the research paper and final exam. Therefore, about 2/3 of the students did the minimum rather than the maximum amount of work assigned and when they got to the end of the course, they could not show off reading comprehension and writing ability. 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 Canvas and in email, I encouraged struggling students to revise their essays. 10 out of 26 All students completed this task successfully.

In Summer 2017, I intend to email the students more often to encourage them and assure myself that they are finding everything in Canvas and that they are finding and doing the reading. I am considering adding in pop quizzes in the discussion area on reading comprehension. I will leave in the critical reading assignment. I had the students do shorter writings this semester due to complaints from the students, and I am going to try this approach for one more semester to see how it works. If SLOs do not improve, I will go back to longer essays next semester because I think the students learn more doing longer essays.

To avoid plagiarism and to get the students to do better work in this class, I re-designed all of the essays in the class, I added very specific grading rubrics to the essays assigned. The new added assignments and rubrics meant to help raise their scores in reading comprehension and writing skills did not seem to have any effect on the students' performance for this SLO. I am at a loss to explain this except to say that the students seemed totally thrown by navigating in Canvas even though they all protested that they liked Canvas better than Moodle. When I pointed out that they had not read the instructions which is what hampered their grades, several students indicated that they had trouble finding the instructions because they were not used to working in Canvas.

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| <p>All students completed this task successfully.</p> <p>Of 28 students still participating in the class, 23 turned in an annotated bib. Of those, 16 received a 70% or higher grade with 6 receiving 0, which means they missed the mark completely. While a few students did a stellar job, there were just over half of the students who completed this assignment successfully (70%), which is disappointing.</p> | <p>Nothing indicated on Word Doc</p> <p>In my last SLO report, I stated, "Based on results from other 1A classes, I plan to institute a better way of tracking students' work on this assignment as part of the final project." I did not do this for this class, it seems. As a 9-week class, the time to work on this portion of the final project was shorter than expected. One thing that I can take away from this is that those completing this assignment in the 18-week classes will have</p> | <p>No changes were made from previous semesters.</p> |
| <p>Of those who completed the course, 100% completed the essay with a grade of C or better: 2 "A"s, 5 "B"s and 3 "C"s.</p> | <p>I plan to continue, when the opportunity arises, to implement the Cause and Effect essay because it is directly related to the textbook for the course, and becomes a template for all successive assessment and instruction. I will continue to monitor student success and modify the assignment if need be. Because of the success replicated from earlier assessments, I plan no changes at this time. However, because student motivation was low, I will to continue to offer more time in class</p> | <p>Cause and effect essay was previously analyzed, and achieved successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. Changes this semester included digitized classroom supplements on CD disc. Therefore, the students could download to their own computer and interact on homework assignments. Furthermore, the disc included You tube videos that demonstrated (for home reinforcement of skills) criterion emphasized in class.</p> |

Out of 16 submissions, 2 received “A”s (90-100%); 10 received “B”s (80-89%); 3 received “C”s (70-79%); and 1 received a “D” (60-69%).

Moving the assessment of this SLO to the end of the semester as a final exam drastically improved the results. Of those assignments submitted, only one did not receive a “C” or better. Many of those who did not submit the exam were active up to this point in the course (several had stopped participating previous to exam but after census), and at this point I haven’t received an

Previous assignment removed and revised so students had more practice leading up to this SLO

Students scored 3.7 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 response. Students were tasked with discussion prompts and completed in-class assessments with regard to mechanics of essay writing and analysis, as well as producing an annotated bibliography adjacent to one research essay assignment.

For this semester, I focused a little more on the format of the final and the scores went up by .65. Nothing on the Word Doc

The assignments I chose for the final were the similar to the last semester.

Those who turned in an annotated bibliography did very well: all received a 70% or higher grade and most received 90%, but too many did not turn in a bib at all and that is disappointing.

I plan to institute a better rubric so that the students may plan their final projects themselves and include a time management schedule that I hope will give them even more

I had planned on making better use of tracking this assignment to ensure better results, but it did not happen this semester. I do not have a plan for a better rubric that I mention below.

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| SLO #2 Students will incorporate research into essays using MLA documentation style. | 13 students wrote a rough draft and all received a "C" or better for a result of 100%. However, students are still having using the 7th edition of MLA rather than the 8th edition in their Works Cited pages. About half the students did this. | Because of students' reluctance to change to the 8th edition of MLA, I am altering this assignment to now teach the Core Elements of MLA citation rather than having students try to memorize the different types of citations. I think this strategy will help students be more | I explained the differences between the 7th and 8th edition of MLA, but I need to go further. I read the material in the MLA Handbook and decided that the new emphasis on Core Elements will benefit students and that with this chart, they will be able to plug in any source they are using. |
| | 14 of 23 students (61%) demonstrated proficiency toward this outcome. 2 students did not turn in the researched argument essay. 3 students did not turn in the essay. 2 students used APA format citations. 4 students were completely missing in-text citations or a works cited page. | In the future, I will find a better way to ensure students are viewing my feedback on their essays. For instance, I will make a screencast video to show students how to view the feedback and respond to it, and I may offer a small amount of extra credit for students who reply to my feedback on their research paper drafts. I will also add one or more example research papers for students to view, and I may add a group assignment in which | Because this was my first time teaching the class online, it was quite different than my live classes. However, I assigned a high value to MLA documentation in all assignments throughout the course to more thoroughly prepare students for the demands of this assignment. I also gave thorough feedback; however, it was more difficult to tell which students viewed my feedback other than to see whether their work improved on the next assignment. Also, I did not incorporate an opportunity for students to analyze an example research paper as I had planned a year ago. |

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| <p>15 of 21 students (71%) demonstrated proficiency toward this outcome. 2 students did not turn in the researched argument essay.</p> | <p>The 4 students who turned in the assignment but did not demonstrate proficiency were missing in-text citations altogether. If I had incorporated the opportunity to analyze a research paper by color-coding different components of the paper and its citations, I believe I could have minimized</p> | <p>I increased the value of MLA documentation in all assignments throughout the course to more thoroughly prepare students for the demands of this assignment. However, I did not incorporate an opportunity for students to analyze an example research paper as I had planned a year ago.</p> |
| <p>16 students submitted the essay. 5 completed essay with a B. 6 completed essay with a C. 4 completed essay with a D. 1 completed essay with an F. 2 did not submit the essay.</p> | <p>I will continue to give the extra examples on using MLA style. Sending them more reminders might help with engagement.</p> | <p>There was a decrease of 8% student success from when the course was previously taught in the Fall. This is the thirteenth time to require this assignment. I think the scores were lower because many students did not finish their work or turn in the very minimum page requirements. Some students did not use any sources at</p> |
| <p>27 of 28 students turned in a final research paper, which along with their presentation of their research, is the culmination of their final project (proposal, annotated bib, paper, presentation), 22 received a grade of 70% or higher, several of them scored very high, but the others did not hit the mark at all.</p> | <p>I think that I will continue to refine this assignment. I am not sure in what specific ways I will do this, however. I think that because this was a 9-week class, I will have time to tweak my 18-week classes' final projects. I definitely need more reflection on this to ensure that I am</p> | <p>No changes were made from previous semesters,</p> |

76% of 26 students (or 20 of the 26 students) on the research paper showed comprehension and application of research methods and correct 2016 MLA form. This semester I tried a completely different approach. I decided to have the students write one section of the paper every 2 weeks of the course. This had fabulous results. 5 students did not hand in some of the sections of the paper and 9 of the 26 students did not follow the instructions and failed at least 1 of the section of the paper. However, their revisions were outstanding; 17 out of 26 students revised their research paper sections for a higher grade. Since they only had to revise a small section of the paper every 2 weeks, this made it easier for the students to succeed. Usually the students post their research paper at the end of the class which gives the students several weeks

Next time I teach 1A, I will continue to have the students post the title page/web/outline, the Works Cited and the paper itself as 3 separate sections to write and then revise. I will continue to use the MLA handbook as a required text and provide the students with online websites to assist with the research paper as I did this semester.

I decided to make drastic changes to the way I was teaching the research paper in 1A, so I assigned one section of the paper every 2 weeks of the course. This method worked magnificently with this class. In Summer 2017, I will continue with this approach.

Of 18 submissions, 1 received an "A" (90-100%); 9 received a "B" (80-89%); 2 received a "C" (70-79%); 4 received a "D" (60-69%); and 2 received an "F" (59% and below).

The data indicates that most students did not read the lecture or my postings providing additional material to make citing their sources properly easier. I plan to more heavily emphasize at the beginning of the semester the next time I teach this course that students need to consistently check the Instructor's Posting area (I try to send messages to the entire class as well, but with attachments sometimes that is difficult) and the Instructor's Posting area, and will make the additional material I provided this semester part of the lecture in previous courses.

There were a few students who did not follow the assignment's instructions, so I will emphasize the importance of reading and understanding (and asking questions if needed) of all assignments before attempting to complete them. I may also consider adding a lecture about time-management for online courses; in my

Previously, student mistakes on this assignment stemmed from the inability to remove their opinion from their argument; this was a smaller problem in this semester. Most of the errors came from a lack of following MLA guideline instructions, even though I (this semester only) posted a formula for the most common sources, complete with examples and screen shots on how to format correctly.

Of the students who completed the course, 100% completed the essay with a grade of C or better: 3 "A"s, 5 "B"s and 2 "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. However, because student motivation was low, I will to continue to offer more time in class

Propose a Solution essay was previously analyzed, and achieved a successful outcome. This success was duplicated again this session. This success is significant because it informs all pedagogical designs for the class. I will continue to use this essay. Changes this semester included digitized classroom supplements on CD disc. Therefore, the students could download to their own computer and interact on homework assignments. Furthermore, the disc included You tube videos that demonstrated (for home reinforcement of skills) criterion emphasized in class.

One student out of 18 failed to complete the task successfully due to lack of effort. The rest successfully completed the task. One students out of 10 struggled to finish the task but successfully completed a redo.

Nothing indicated on Word Doc.

Overall percentage for the whole class for this assignment is 86%, so most students met or exceeded the mark for the final paper, but I still plan to incorporate a new rubric with student accountability for next semester.

For next semester, I plan to institute an additional accountability component to help ensure that the students are performing the work they need to do in a timely manner and to ensure that I catch

No changes were made from previous semesters, so the plan I had hoped to achieve (see below) will be instituted for next semester.

Research essay assignments requiring students to acquire sources in support of their thesis and format their work in MLA style. Students were also tasked with supporting a well-developed thesis that outlined their assertions regarding rhetorical analysis

More in-depth demonstration and online presentations with regard to MLS style, acquiring research through the library's resources and

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| | | | Students scored an average of 3.75 out of 5. This indicates satisfactory performance in incorporating MLA format into essay #3. | Students are improving at using MLA8 format. | Students are improving at using MLA8 format. |
| | SLO #3 | Identify various essay modes and strategies and to produce such essays. | 15 passed assessment. 3 failed. 95% completed assessment with a C or higher. | The students continue to succeed at this assignment because it allows them select topics that relate to their majors and present material in varied ways. I am considering making | There was a 5% increase of student success from when the course was previously taught in the fall. |
| 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 | Students scored an average of 3.98 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 | Students scored an average of 3.98 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 appeals, bias, propaganda, and logical fallacies. | 19 of 21 students turned in a Fallacies essay. 6 received a score of 90% and above with only one that did not reach 70%. | I mostly do not plan to make any significant changes to this particular assessment as I believe it is very useful and directly addresses the SLO, though because this was the class with high school students involved, I may need to institute a longer scaffolding time for students to spend understanding the | No changes were made from previous assessments and I continue to think that this assessment is a good one. In final reflective essays of all of my 1C classes, I consistently hear that this is the hardest assignment but one that the students take away the most from. |
| | | | 19 Passed. 2 Failed. | I will add a revised graded quiz on fallacies to promote engagement and interest. | Third time teaching this course. I added more on the fallacy types for an example. This seemed to make fallacies easier to understand—based on their discussion. 91% passed and participated. The two that failed just did not post at all |

21 passed, 2 failed

I will add a revised graded quiz on fallacies to promote engagement and interest.

Third time teaching this course. I added more on the fallacy types for an example. This seemed to make fallacies easier to understand-based on their discussion. 94% passed and participated. The two that failed just did not post at all

24 of 28 students turned in a Fallacies essay. 8 received a score of 90% and all reached at least 70%.

I mostly do not plan to make any significant changes to this particular assessment as I believe it is very useful and directly addresses the SLO.

This was a great class—engaged and willing to learn new ideas. No changes were made from previous assessments and I continue to think that this assessment is a good one. In final reflective essays of all of my 1C classes, I consistently hear that this is the hardest assignment but one that

31 of 35 students turned in a Fallacies essay. 11 received a score of 90% and above with only one that did not reach 70%.

I mostly do not plan to make any significant changes to this particular assessment as I believe it is very useful and directly addresses the SLO.

This was a 9-week class, following on the heels of the first 9-week 1A class that many of the students had taken, so there seems to be a benefit to the consistency. The class seemed to bond quite readily and the discussions were outstanding. No changes were made from previous assessments and I continue to think that this assessment is a good one. In final reflective essays of all of my 1C classes, I consistently hear that this is the hardest assignment but one that

85% of 20 students (or 17 out of the 20 students) on weekly reading exercises reflect a comprehension of critical thinking usages in response to reading. The students did extremely well on the critical reading assessment exercises. Only 1 of the 4 students who struggled with the critical thinking aspects to the class did not complete the class. I worked via email with the other 3 students, trying to persuade those students to do revision on their work to get a higher grade and to hand in all of their assignments. The students in general had no major problems all semester long with reading comprehension concerning propaganda strategies and rhetorical appeals' techniques explained in the lecture as evidenced in their reading exercises, midterm and final exam and in paragraph 5 on applying critical thinking to Freud's writing. Critical thinking skills were broken down in the same manner on the final exam essay: only one of the 4 students who were struggling did not take the final exam. 7 of the 17 students who did well on their essays and exercises did not do well on their final exams. The pressure associated with final exams week may Students each selected a national company, at least forty years old, and analyzed changes in gender representation. Analysis was shared through peer-review and eventually, essays were submitted for grading. Students scored a 3.63 out of 5 on average. This is slightly lower other classes in the past

I am teaching 1C in Summer 2017 in Canvas. I have made the class much more visually appealing using many more icons and quotes from the authors of the critical reading that is part of the course curriculum. I am changing the grading for the essays because students commented in discussion about the dominance of MLA format as part of the grading so I reversed the rubric for a "B" and an "A." You must use correct MLA format for an "A." now instead of a "B." I have started taking the students concerns to heart in the 2 new discussions that my evaluators asked me to include in the course and one of these discussions asks the students to evaluate the class. I am going to use that Students buy-in was increased when they were required to justify their selection. Their selections were thoughtful. Continue to measure using the current essay to assess long-term effectiveness and then make necessary changes.

In fall 2016, I added more critical reading according to recommendations by my evaluators. I also created alternative video assignments. For spring 2017, I eliminated the lecture notes assignments which did not change the outcome of the SLO data. The major overhaul I did on the lessons last semester in general had a positive effect on SLO outcomes for fall 2016 and spring 2017.

Students selected companies based upon personal interest, which had to be justified, prior to research.

The essay seems to have been effective in the past. I will monitor next semester to see if this one is an anomaly.

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| | Students were tasked with discussion prompts on an annual, weekly basis, and performed this task above satisfactory levels | This was a great class. 26 of 29 students turned in a fallacies essay and all but two received at least 70% or higher with more than half (15) scoring above 80%. | 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 from previous assessments and I continue to think that this assessment is a good one. In final reflective essays of all of my 1C classes, I consistently hear that this is the hardest assignment but one that the students take away the most |
| SLO #2 | Students, given appropriate context, will use critical thinking skills to evaluate arguments and compose arguments. | 15 A scores. 4 B scores. 2 C scores. Students showed through their use of citations an understanding of integrating quotes into their own writing. | I will continue to see how they do with the material I have provided them. | 100% passed the writing assignment. Added notes and examples about MLA format that helped improve paper responses. |
| | | 17 A scores. 4 B scores. 1 C score. 1 did not submit essay. Students showed through their use of citations an understanding of integrating quotes into their own writing. | I will continue to see how they do with the material I have provided them. | 98% passed the writing assignment. Added notes and examples about MLA format that helped improve paper responses. |
| | | 19 of 21 students turned in their midterm essay response and the majority (16) passed with at least 90% and 13 of them received a score perfect | This assignment seems to be working for the majority of students in all of my 1C classes. | No changes were made from previous class assignments |
| | | 23 of 28 students turned in their midterm essay response and all but one received scores in the 80 and 90% range with 2 of them received a score | This assignment seems to be working for the majority of students in all of my 1C classes. | No changes were made from previous class assignments |
| | | 31 of 35 students turned in their midterm essay response and more than half (17) passed with at least 90% and 10 of them received a score perfect | This assignment seems to be working for the majority of students in all of my 1C classes. | No changes were made from previous class assignments |

40% of 20 students (or 8 out of the 20 students) on final exam reflect an understanding of critical thinking techniques in response to reading and writing. The students did not do as well on the critical reading and writing responses in objective and essay questions on the final exam as the other section of this class I was teaching in fall 2016. The 8 students who passed the final had an excellent comprehension of the critical thinking reading and their writing reflected these critical thinking skills. Some students freeze up on the final and do not do as well as they do in their other assignments. Some students run out of time on the final exam. Some of these students did not study for the final exam; they admitted to me after the final via email that they had not used the 2 study guides at all. Many of my students will freely admit that they do as little reading during the course as they can get away with, ignoring the lecture and the instructions for the assignments. Some students just give up while doing the final and decide to let the rest of their grade "speak" for their success in the class. The final exam is 25% of their grade in ENGL 1C. I am not sure the final exam accurately reflected the students' comprehension of application of critical thinking in this particular class.

Since the research paper did not seem to help with critical thinking on the final exam, the students may need to hand in the sections of the paper throughout the course and I also may need to add in quizzes throughout the class that help the students prepare for the final exam. The midterm exam is designed to do this but maybe the midterm exam is just not enough prep for the final exam questions. The students seem to do well on the objective questions about critical thinking but do poorly on the critical thinking essay. Prepping the students with short paragraph quizzes might be the answer to this problem. I may also need to revise the entire final exam for ENGL 1C to better evaluate how the students are learning and applying critical thinking to their composed arguments.

I decided to make drastic changes to the way I was teaching ENGL 1C, which I outlined in my SLO 1 report here and some of these changes (the addition of a critical reading element for one and the addition of critical thinking to paragraph 5 on the Freud reading for another) assisted the students in understanding the purposes and goals of this class and prepared them better for the final exam. I am not sure the final exam accurately portrayed their understanding of critical thinking but it did accurately assess their problem with applying critical thinking skills to their writing. My efforts to make changes from fall 2016 did not seem to work on this class and I am not sure why. I do know that this semester I had spotty attendance from some students (sometimes handing in assignments and sometimes not) and I had students trying to just get a "C" and slide through the course. I had student admit this to me in email. I will need to address this in future classes. All of my classes are designed so that the students build skills in the assignments throughout the course (in this case, build critical thinking techniques) so that they can show off these skills in the final exam. In an attempt to help the students do better on the final exam, I added a research paper to the class. This did not seem to help their critical thinking scores on the final exam at all. The research papers were good (15 out of 20 got a "C" or above on their paper). The entire paper was due at the end of the semester but

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| | | <p>All 29 students turned in their midterm essay response and the majority passed with at least 80% and 14 of them received a score above 90%. Data shows that students are passing the assignment, again scoring an average of 3.88/5. These results demonstrate that students have a satisfactory understanding rhetorical appeals and biases.</p> <p>Research essay assignments requiring students to acquire sources in support of their thesis and format their work in MLA style. Students were also tasked with supporting a well-developed thesis that outlined their assertions regarding rhetorical analysis. Students researched and presented for class review, topics related to 'social change.' Fifteen sources were required. Not only was a presentation required, but the audience asked questions and assisted in the review process. Template for presentation</p> | <p>Again, I think this class was highly motivated to be successful in a short period of time. Continue to show segment, but possibly consider another method of examination or more focus on the examination since this is one of the lower SLO scores. More in-depth demonstration and online presentations with regard to MLA style, acquiring research through the library's resources, and This will be a standard research requirement. A larger audience would be beneficial.</p> | <p>No changes were made from previous class assignments</p> <p>I didn't make any changes so far as content, though this class seemed to have more trouble with the assignment than the one the previous semester.</p> <p>This was used previously, with great success. The only change was the topic area.</p> |
| ENGL 3 | <p>SLO #1 Students will be able to identify and demonstrate an understanding of British literature and literary movements from 18th through the 21st centuries, in terms of the literary genres, conventions, and motifs that reflect the</p> <p>SLO #2 Students will be able to identify and demonstrate a basic understanding of the historical contexts, cultural influences, and major themes informing British literature from the 18th through the 21st centuries in terms of the political,</p> | <p>The data indicates that students were not able to satisfactorily identify and demonstrate an understanding of British literature and literary movements from 18th through the 21st centuries. Several did not prepare for the exam by participating in the study discussion and I suspect that several were skimming on the readings.</p> <p>Essay final grade. Students scored an average 4/5.</p> | <p>Describe the final early on so that students know better the importance of reading and remembering. Suggest they participate in the study discussion early.</p> <p>Keep and monitor the assignment.</p> | <p>None. Have not taught the class before.</p> |

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| | SLO #3 | Incorporate research into an extended essay of interpretation on a topic related to British literature from the 18th through the 21st centuries using MLA documentation style | Students scored an average of 3.8/5. | Keep and monitor the assignment. | |
| ENGL 50 | SLO #1 | Students will be able to read and analyze an article or essay and compose an essay in response. | 23 students posted on the discussion board for a rate of 92%. Two students didn't post, and one student only posted the first part of the discussion assignment. | Students, for the most part, did both parts of the assignment posting. The two-part grade encouraged them to do both parts. | For my discussion questions, I added a two-part grading system. The discussion board post has two parts. The entire post is graded at 20 points. I am now giving 10 points for part 1 and 10 points for part 2. Part one is when the student posts about the assignment. Part 2 is when the same student comments on another student's post. My intention was to encourage students to do both parts of the discussion. In week 2, the main discussion was to post citations from the proposal. Part two was students' opportunity to examine the citations I added a timed practice so that students would manage their time better. |
| | | | 28 of 30 students (93%) demonstrated proficiency toward this outcome on the midterm exam. The 2 who did not struggled because their essays were short and lacked organization. | The 2 students who never demonstrated proficiency did not make the most of the time they were given and turned in their essays without utilizing the time to give proper attention to developing and organizing their essays. In the future, I will identify potential issues earlier in the semester and address them with | |

Of assignments submitted, 6 were in the “A” range (90-100); 1 was in the “B” range (80-89); 8 were in the “C” range (70-79); 3 were in the “D” range (60-69); and 1 was in the “F” range (50-59)

The above data indicates that the changes made to the assignment were successful. I also indicated last semester that I believed many of the errors present in the assignment were due to a lack of understanding of the general nature of cohesive essay writing—transition sentences, thesis statements, explanations of ideas, etc.—which is to be expected in a developmental writing course. This semester, I sent out more messages explaining some of the issues that were occurring in assignments leading up to this essay, and provided more thorough explanations and corrections when grading the scaffolding assignments, which seems to have resulted in more students in the “A” range. Many of the warnings and explanations that I reminded students of went unread or were not incorporated in the assignment by a few students and several of the directions explicitly stated in the assignment directions and in the lectures leading up to the assignment, which resulted in significantly

Last semester significant changes were made directly to the assignment itself—the essay assigned changed to a more accessible reading and the instructions were rewritten to be more clear. The overall success of the assignment indicates that these changes were favorable.

Speculation essay: 23/25 or 95%
successfully completed the assignment
with a "C" or higher. 2/25 or .8% of
students failed to submit the
assignment.

Students were tasked with discussion
prompts on an annual, weekly basis

I will continue with a
Speculation essay;
however, I will have
students get into groups
and discuss their
findings. Then each
student will share his or
her findings with the

I created a worksheet asking each
student to follow a trend on his or
her subject, which helped lead to his
or her conclusion.

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| 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. | 21% of 14 students (3 out of 14 students total) on the diagnostic, 3 essays, midterm and final essays indicate a comprehension of interpreting college level texts and writing essays using essay genres and strategies. 79% 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. 6 out of 14 students in the class did not complete the essays and exams at all. This class was the strangest class I have ever taught at BCC; I started with 35 people and by the 3rd week I only had 8 students participating sporadically in the class despite my efforts to encourage the students to finish the course. | Even more involvement from the instructor is needed in this class. More weekly monitoring of student progress is something that must happen if I teach this class again. A complete overhaul of the class must be done to make the assignment more direct and simplistic concerning essay writing, breaking down the SLO into tiny portions for the students to ingest and reflect. A different screening process is needed to be certain the students in ENGL 50 really belong there. A screening process at the beginning of class sanctioned by the curriculum committee is needed to weed out students who are placed incorrectly in ENGL 50. | My ENGL 50 9-week course taught in Spring 2017 had students who were having great difficulty with reading comprehension, following instructions, time management skills similar to my ENGL 50 class in Spring 2016 but even worse. 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. I lost more than ½ of the class in the first 3 weeks of the course. Plus the students who stayed did not attend every week. 8 of the 14 students did not pass the course; 6 of these 8 should have been dropped for non-attendance at midterm by me and I just did not get that done. I waited, hoping these students would start posting assignments and pull their grades up and then I got busy and just did not do what I should have done which was drop these students. This was totally my inattention to classroom management. I encouraged them all at midterm to finish the class but it did not help. |
| | | | | The students in Spring 2016 and 2016 ENGL 50 online classes I taught acted more like the 101 students I taught live at BCC 4 years ago, not like ENGL 50 students. Maybe the students were misplaced in this class. |
| | | | | I did post more often to discussion and there were review lessons added and used to help the students but the students in this class for the most part did poorly in all areas: on grammar and reading comprehension |

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| <p>SLO #2 Students will be able to incorporate research into essays using MLA documentation style.</p> | <p>25/25 or 100% completed the assignment with a "C" or better.</p> | <p>My data indicates the proposal was successful. Therefore, I will continue this assignment. I will also incorporate a worksheet on plagiarism</p> | <p>This semester I had students prepare a 1-2 page proposal of their topic before writing a research paper. This helped students gather sources early and hone their thesis statement.</p> |
| | <p>26 of 30 students (88%) demonstrated proficiency toward this outcome. The remaining 4 students stopped attending just before the due date and did not complete the assignment.</p> | <p>All students who completed the assessment and the course demonstrated proficiency toward this outcome. Therefore, the next time I teach the course, I will likely use the same pedagogical methods as I did this semester regarding this SLO. However, I need to do a better job of identifying students who are falling behind on the project to avoid the issue of students giving up and</p> | <p>I incorporated more practice opportunities for students to obtain feedback on their use of MLA documentation.</p> |
| | <p>I made some changes to the lesson to help the students understand the purpose of the interview and how to use his/her topic in the interview. I especially emphasized that the student needs to have this process: Research topic; do interview; write paper.</p> | <p>The students continue to use the information from their interview in their essay. Sometimes, the interview helped the student see a new side of the argumentative issue selected for the essay and commented on that</p> | <p>16 students completed the project by doing both the interview and the argumentative essay. One student did not make a grade of "C" or better. Two students did the interview but not the essay. 84% of the students met the target of completing both assignments with a "C" or better.</p> |

Of 14 submissions, 1 was in the “A” range (135-150); 5 were in the “B” range” (120-134); 5 were in the “C” range (105-119); and 3 were in the “D” range (90-104). One student received a “0” for plagiarism.

Because the stress (and somewhat threat) of plagiarism without citations didn’t seem to prove effective—especially because one student flat out copied a paper from the Internet—I plan on emphasizing the consequences of plagiarism to students. If they are more aware of how serious the offense is and how it can affect their academic career, they may be more inclined to not be lazy/forget to include in-text citations.

Based on missing citations, mostly in-text citations, in the previous semester’s papers, I stressed the importance of citations throughout the text and that without them, it is plagiarism. This warning did not seem to have much of an effect on students’ performance, as many of their papers still did include proper in-text citations.

Research essay assignment requiring students to acquire sources in support of their thesis and format their work in MLA style.

This is a guess, but I would bet that because their paper is due a few days before finals, and they have other major assignments due at this time, that students try to cut corners where they think they can just to stay afloat. I’m not sure how to combat this issue. More in-depth demonstration and online presentations with regard to MLA style and acquiring research through the library’s

SLO #2A Incorporate research with (Urmston) essays using MLA style n)

21% of 14 students (3 out of 14 students) of the final research papers showed comprehension and application of research methods and correct MLA form. The same 3 students who did well in the reading and application of reading to their paragraph and essay writing including the diagnostic, midterm and final exam essays did well on the research paper in this class

Getting them to write the research 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. In Spring 2017, I had 57% or 8 out of 14 students hand in parts of the research paper and only 42% or 6 of the 14 students handed in the entire research paper. I have the students hand in the research paper throughout the course in 3 sections. More practice with more application of the practice to their paragraphs and essays (a direct tie-in) and more lecture in smaller increments is needed concerning MLA format although I do think that the Spring 2016 and 2017 classes in my tenure at BCC for 9 years are anomalies. My ENGL 50 students have never done this poorly on research and MLA format. The class for Spring 2017 had the worst retention I have ever had at BCC in the 9 years I have worked for the college and I have no explanation for this. I did everything I normally do including grading and comments on time on assignments,

I am very disappointed and disheartened. The daily quizzes, the practice exercises, the guided practice – nothing seemed to help this class in Spring 2016 and 2017. As a result, scores on the final exam for SLO 2 were extremely low because the 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 much more practice in MLA form, doing a number of exercises, to prepare them better online to write the research paper. I had the students practice research in their other essays as well as in the research paper in the 2017 course and it did not help. I cannot abandon the paper because it is required in this class and it shows off all that the student has learned about research writing in the course plus it helps prepare the student for the final exam.

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| | SLO #3A Understand Essay & (Urmston) Paragraph Structure | Students completed weekly quizzes and exams with above satisfactory results | | |
| 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 ELS 112. There were 6 students registered in this class at the end of the semester. Of those, 100% successfully met this SLO. | This worked well, but I need to change the textbook and balance the amount of work so that students benefit with minimal frustration and more integration of material with exposure to different genres and topics. Develop my own supplemental materials and packet. | In the last couple of years, I have been teaching the reading classes with a content-based approach, and the focus for this semester was American culture. I used a full-length text that was level-appropriate and supplemented with the Reading and Writing textbook and online material appropriate to the goals of most students: the USCIS website, preparing students for the citizenship test. I also tied instruction on affixes, vocabulary assignments, and use of resources to the content. The result was successful, though I would streamline the approach next time, adding reading packets for the material. |
| | 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 ELS 112. There were 6 students registered in this class at the end of the semester. Of those, 100% successfully met this SLO. | This worked well, but I need to change the textbook and balance the amount of work so that students benefit with minimal frustration and more integration of material with exposure to different genres and topics. Develop my own supplemental materials and packet. | In the last couple of years, I have been teaching the reading classes with a content-based approach, and the focus for this semester was American culture. I used a full-length text that was level-appropriate and supplemented with the Reading and Writing textbook and online material appropriate to the goals of most students: the USCIS website, preparing students for the citizenship test. I also tied instruction on affixes, vocabulary assignments, and use of resources to the content. The result was successful, though I would streamline the approach next time, add reading packets for the material. |
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| | 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 in this class at the end of the semester. Of those, 100% successfully met this SLO. | This worked well, but I need to change the textbook and balance the amount of work so that students benefit with minimal frustration and more integration of material with exposure to different genres and topics. Develop my own supplemental materials and packet. | In the last couple of years, I have been teaching the reading classes with a content-based approach, and the focus for this semester was American culture. I used a full-length text that was level-appropriate and supplemented with the Reading and Writing textbook and online material appropriate to the goals of most students: the USCIS website, preparing students for the citizenship test. I also tied instruction on affixes, vocabulary assignments, and use of resources to the content. The result was successful, though I would streamline the approach next time, add reading packets for the material. |
| 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, and at the end of the class, there were 7 students registered. Of the 7, 6 students successfully met this SLO. The student who did not successfully meet this SLO missed a good portion of the instruction. | Change how I distribute assignments, and start the use of the online grammar work in the speaking class, or create a class that exclusively deals with grammar. Need to vary genres... mostly focused on "academic" form this | I didn't have time to do much Students did well with improvements in the writing, but this class was perhaps heavier in grammar than in previous semesters. Instructional approach worked okay, but I could have distributed types of assignments a little better. |
| | 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, and at the end of the class, there were 7 students registered. Of the 7, 6 students successfully met this SLO. The student who did not successfully meet this SLO missed a good portion of the instruction. | Change how I distribute assignments, and start the use of the online grammar work in the speaking class, or create a class that exclusively deals with grammar. Need to vary genres... mostly focused on "academic" form this | Students did well with improvements in the writing, but this class was perhaps heavier in grammar than in previous semesters. Instructional approach worked okay, but I could have distributed types of assignments a little better. |

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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, and at the end of the class, there were 7 students registered. Of the 7, 6 students successfully met this SLO. The student who did not successfully meet this SLO missed a good portion of the instruction. | Change how I distribute assignments, and start the use of the online grammar work in the speaking class, or create a class that exclusively deals with grammar. Need to vary genres... mostly focused on "academic" form this | Students did well with improvements in the writing, but this class was perhaps heavier in grammar than in previous semesters. Instructional approach worked okay, but I could have distributed types of assignments a little better. |
| ESL 106 | SLO #1 Initiate and maintain conversations on familiar and assigned topics: share personal and cultural experiences, ideas, and opinions. | This class is taught concurrently with ESL 116. There were 3 students registered at the end of the course. Of the 3 students who were officially registered for credit and who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO. I also had several students auditing who were not on the official roster. | This group was a very active and engaged group, and they were very successful in building their oral language skills. I do need to change the textbook to distinguish between the two levels, but I am thinking to start student research and discussion of fact/opinion/inference and "truth" from 106 on. | I began teaching processes for creating presentations for both 106 and 116, although 106 doesn't require. I still encouraged my lower intermediate students to try so that they could get their feet wet, so to speak, and build their skills from there, particularly given that many of them have little to no experience with the computer. I did more discussion activities and combined beginning topics in U.S. history with topics offered in the textbook. Current events, such as the election and the immediate conditions following the new president taking power, as well as the fact that many of my students are working toward citizenship, contributed to discussions |

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| <p>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.</p> | <p>This class is taught concurrently with ESL 116. There were 3 students registered at the end of the course. Of the 3 students who were officially registered for credit and who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO. I also had several students auditing who were not on the official roster.</p> | <p>This group was a very active and engaged group, and they were very successful in building their oral language skills. I do need to change the textbook to distinguish between the two levels, but I am thinking to start student research and discussion of fact/opinion/inference and "truth" from 106 on.</p> | <p>I began teaching processes for creating presentations for both 106 and 116, although 106 doesn't require. I still encouraged my lower intermediate students to try so that they could get their feet wet, so to speak, and build their skills from there, particularly given that many of them have little to no experience with the computer. I did more discussion activities and combined beginning topics in U.S. history with topics offered in the textbook. Current events, such as the election and the immediate conditions following the new president taking power, as well as the fact that many of my students are working toward citizenship, contributed to discussions that were real and relevant for them. I also used some film to give them American voices other than mine. I</p> <p>This class was unusual in that we lost an entire class due to the fire closure, and we were, therefore, unable to so as much as usual. However, students remained engaged, and I continued to assign presentations, even though 106 does not require it, feeling it necessary to begin to expose them to the use of the computer. All students registered demonstrated growth in fluency and active and appropriate participation in conversations on</p> |
| <p>SLO #3 Demonstrate growth in fluency of listening comprehension and production of speech.</p> | <p>This class is taught concurrently with ESL 116. There were 3 students registered at the end of the course. Of the 3 students who were officially registered for credit and who completed the class, 3 students participated in the final assessment and 100% successfully met this SLO. I also had several students auditing who were not on the official roster.</p> | <p>This group was a very active and engaged group, and they were very successful in building their oral language skills. I do need to change the textbook to distinguish between the two levels, but I am thinking to start student research and discussion of fact/opinion/inference</p> | <p>This class was unusual in that we lost an entire class due to the fire closure, and we were, therefore, unable to so as much as usual. However, students remained engaged, and I continued to assign presentations, even though 106 does not require it, feeling it necessary to begin to expose them to the use of the computer. All students registered demonstrated growth in fluency and active and appropriate participation in conversations on</p> |

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| 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 4 students registered at the end of the class, and all 4 students successfully met this SLO. | This worked well, but I need to change the textbook and balance the amount of work so that students benefit with minimal frustration and more integration of material with exposure to different genres and topics. Develop my own supplemental materials and packet. | In the last couple of years, I have been teaching the reading classes with a content-based approach, and the focus for this semester was American culture. I used a full-length text that was level-appropriate and supplemented with the Reading and Writing textbook and online material appropriate to the goals of most students: the USCIS website, preparing students for the citizenship test. I also tied instruction on affixes, vocabulary assignments, and use of resources to the content. The result was successful, though I would streamline the approach next time, add reading packets for the material. |
| 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 4 students registered at the end of the class, and all 4 students successfully met this SLO. | This worked well, but I need to change the textbook and balance the amount of work so that students benefit with minimal frustration and more integration of material with exposure to different genres and topics. Develop my own supplemental materials and packet. | I didn't have time to do much In the last couple of years, I have been teaching the reading classes with a content-based approach, and the focus for this semester was American culture. I used a full-length text that was level-appropriate and supplemented with the Reading and Writing textbook and online material appropriate to the goals of most students: the USCIS website, preparing students for the citizenship test. I also tied instruction on affixes, vocabulary assignments, and use of resources to the content. The result was successful, though I would streamline the approach next time, add reading packets for the material. |
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| 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 4 students registered at the end of the class, and all 4 students successfully met this SLO. | This worked well, but I need to change the textbook and balance the amount of work so that students benefit with minimal frustration and more integration of material with exposure to different genres and topics. Develop my own supplemental materials and packet. | In the last couple of years, I have been teaching the reading classes with a content-based approach, and the focus for this semester was American culture. I used a full-length text that was level-appropriate and supplemented with the Reading and Writing textbook and online material appropriate to the goals of most students: the USCIS website, preparing students for the citizenship test. I also tied instruction on affixes, vocabulary assignments, and use of resources to the content. The result was successful, though I would streamline the approach next time, add reading packets for the material. |
| 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, and at the end of the class, there were 6 students registered. Of the 6, 5 students successfully met this SLO. The student who did not successfully meet this SLO missed a good portion of the instruction. | Change how I distribute assignments, and start the use of the online grammar work in the speaking class, or create a class that exclusively deals with grammar. Need to vary genres... mostly focused on "academic" form this semester. | I didn't have time to do much Students did well with improvements in the writing, but this class was perhaps heavier in grammar than in previous semesters. Instructional approach worked okay, but I could have distributed types of assignments a little better. |
| | 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, and at the end of the class, there were 6 students registered. Of the 6, 5 students successfully met this SLO. The student who did not successfully meet this SLO missed a good portion of the instruction. | Change how I distribute assignments, and start the use of the online grammar work in the speaking class, or create a class that exclusively deals with grammar. Need to vary genres... mostly focused on "academic" form this semester. | Students did well with improvements in the writing, but this class was perhaps heavier in grammar than in previous semesters. Instructional approach worked okay, but I could have distributed types of assignments a little better. |

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| SLO #3 | Compose paragraphs to define ideas, describe people or places, narrate events, compare/ contrast cultures, and express opinions. | This class is taught concurrently with ESL 104, and at the end of the class, there were 6 students registered. Of the 6, 5 students successfully met this SLO. The student who did not successfully meet this SLO missed a good portion of the instruction. | Change how I distribute assignments, and start the use of the online grammar work in the speaking class, or create a class that exclusively deals with grammar. | Students did well with improvements in the writing, but this class was perhaps heavier in grammar than in previous semesters. Instructional approach worked okay, but I could have distributed types of assignments a little better. |
| 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 4 students officially registered at the end of the course. Of the 4 official students who completed the class, 3 students successfully met this SLO, so the course success rate was 75%. The student who did not successfully meet the course SLO worked hard but needs more practice with discussions and presentations. | Need to vary genres... mostly focused on "academic" form this semester. This group was a very active and engaged group, and they were very successful in building their oral language skills. I do need to change the textbook to distinguish between the two levels, but I am thinking to start student research and discussion of fact/opinion/inference and "truth" from 106 on. | I began teaching processes for creating presentations for both 106 and 116, although 106 doesn't require. I still encouraged my lower intermediate students to try so that they could get their feet wet, so to speak, and build their skills from there, particularly given that many of them have little to no experience with the computer. I did more discussion activities and combined beginning topics in U.S. history with topics offered in the textbook. Current events, such as the election and the immediate conditions following the new president taking power, as well as the fact that many of my students are working toward citizenship, contributed to discussions that were real and relevant for them. I also used some film to give them American voices other than mine. Another thing that contributed to the success of the class were the several students auditing the class (numbers not represented above because they were not "officially" enrolled. They |

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| <p>SLO #2 Implement newly – learned vocabulary and refine clarification strategies to promote fluency when participating in extended conversations, speeches, and class discussions on social, cultural, vocational, and abridged academic topics.</p> | <p>This class is taught concurrently with ESL 106. There were 4 students officially registered at the end of the course. Of the 4 official students who completed the class, 3 students successfully met this SLO, so the course success rate was 75%. The student who did not successfully meet the course SLO worked hard but needs more practice with discussions and presentations.</p> | <p>This group was a very active and engaged group, and they were very successful in building their oral language skills. I do need to change the textbook to distinguish between the two levels, but I am thinking to start student research and discussion of fact/opinion/inference and “truth” from 106 on.</p> | <p>I began teaching processes for creating presentations for both 106 and 116, although 106 doesn’t require. I still encouraged my lower intermediate students to try so that they could get their feet wet, so to speak, and build their skills from there, particularly given that many of them have little to no experience with the computer. I did more discussion activities and combined beginning topics in U.S. history with topics offered in the textbook. Current events, such as the election and the immediate conditions following the new president taking power, as well as the fact that many of my students are working toward citizenship, contributed to discussions that were real and relevant for them. I also used some film to give them American voices other than mine. Another thing that contributed to the success of the class were the several students auditing the class (numbers not represented above because they were not “officially” enrolled. They</p> |
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| <p>SLO #3 Build confidence and demonstrate continued growth in listening comprehension and fluency of production of speech covering an increasing range of topics.</p> | <p>This class is taught concurrently with ESL 106. There were 4 students officially registered at the end of the course. Of the 4 official students who completed the class, 3 students successfully met this SLO, so the course success rate was 75%. The student who did not successfully meet the course SLO worked hard but needs more practice with discussions and presentations.</p> | <p>This group was a very active and engaged group, and they were very successful in building their oral language skills. I do need to change the textbook to distinguish between the two levels, but I am thinking to start student research and discussion of fact/opinion/inference and “truth” from 106 on.</p> | <p>I began teaching processes for creating presentations for both 106 and 116, although 106 doesn’t require. I still encouraged my lower intermediate students to try so that they could get their feet wet, so to speak, and build their skills from there, particularly given that many of them have little to no experience with the computer. I did more discussion activities and combined beginning topics in U.S. history with topics offered in the textbook. Current events, such as the election and the immediate conditions following the new president taking power, as well as the fact that many of my students are working toward citizenship, contributed to discussions that were real and relevant for them. I also used some film to give them American voices other than mine. Another thing that contributed to the success of the class were the several students auditing the class (numbers not represented above because they were not “officially” enrolled. They</p> |
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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 4 students registered in 40837 at the end of the class. All 4 students successfully met this SLO, so the success rate for this SLO is 100%. | Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start. | I listened to student feedback about what would benefit them to read/learn from, and since many of the shared the need to learn more about American culture/history and most if not all of them will be going on to college level classes and degree plans, I researched and found a text that deals with that content, which was audience/level appropriate. I focused research and reading instruction on that content, and I also had students start research in the class, including how to distinguish “authoritative” texts and began working on citing sources, preparing for writing class AND next semester’s requirement of researching, understanding, and using sources. |
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| 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 4 students registered in 40837 at the end of the class. All 4 students successfully met this SLO, so the success rate for this SLO is 100%. | Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start. | We did a lot on note-taking strategies I listened to student feedback about what would benefit them to read/learn from, and since many of the shared the need to learn more about American culture/history and most if not all of them will be going on to college level classes and degree plans, I researched and found a text that deals with that content, which was audience/level appropriate. I focused research and reading instruction on that content, and I also had students start research in the class, including how to distinguish “authoritative” texts and began working on citing sources, preparing for writing class AND next semester’s requirement of researching, understanding, and using sources. |
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We did a lot on note-taking strategies

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| | SLO #3 Build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, to promote comprehension and fluency | This class is taught concurrently with ESL 132. There were 4 students registered in 40837 at the end of the class. All 4 students successfully met this SLO, so the success rate for this SLO is 100% | I need to create integrated reading and vocabulary packets. | Because the content inspired vigorous discussions in class, there was less formal work on vocabulary in class. Students were mostly self-motivated to maintain their own lists, but I need to resolve this for next |
| 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 was 1 student registered in 124 at the end of the course, and the success rate for this SLO is 100%. | I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction from earlier in the semester/class. I also need to do more on MLA citations. Also need to have them do more | I did more work on revisions this semester, more drafting in class. I also met with students more in class, one on one "appointments." It worked well. |
| | 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 was 1 student registered in 124 at the end of the course, and the success rate for this SLO is 100%. | I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction from earlier in the semester/class. I also need to do more on MLA | I did more work on revisions this semester, more drafting in class. I also met with students more in class, one on one "appointments." It worked well. |
| | SLO #3 Demonstrate emerging competency in complex sentence structures, grammar, and mechanics. | This class is taught concurrently with ESL 134. There was 1 student registered in 124 at the end of the course, and the success rate for this SLO is 100%. | I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction from earlier in the semester/class. I also need to do more on MLA | I did more work on revisions this semester, more drafting in class. I also met with students more in class, one on one "appointments." It worked well. |

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| 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; in 126, I had one student officially registered who completed the class. The student successfully met the SLO, and the success rate was 100%. Additionally, one student audited 126 and participated actively. | This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start at lower levels. | I focused this course (with 136) (and will the subsequent Reading and Writing courses this semester) on U.S. history because all the students in the class will be working on citizenship, moving to take U.S. History for A.A. or A.S. degrees, or both, so they need introduction to the content topics and vocabulary to give them a solid foundation for success in those areas. I also showed them a full length film (after notetaking instruction) and excerpts from 2 other films related to the content focus area. I also required them to start with research from the beginning of the semester so that they could learn to identify authoritative information and cite in MLA, so they should have a grasp of it before the Writing class... My goal was two-fold... First, I wanted to deepen their experience with research, discussing fact vs. opinion, authority, logos/pathos/ethos, even as I asked them to connect what they learned to their own experiences in their native countries. Second, I |
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| <p>SLO #2 Acquire and implement newly- learned vocabulary necessary to debate with classmates on shared topics of interest.</p> | <p>This class is taught concurrently with ESL 136; in 126, I had one student officially registered who completed the class. The student successfully met the SLO, and the success rate was 100%. Additionally, one student audited 126 and participated actively.</p> | <p>This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start at lower levels.</p> | <p>I focused this course (with 136) (and will the subsequent Reading and Writing courses this semester) on U.S. history because all the students in the class will be working on citizenship, moving to take U.S. History for A.A. or A.S. degrees, or both, so they need introduction to the content topics and vocabulary to give them a solid foundation for success in those areas. I also showed them a full length film (after notetaking instruction) and excerpts from 2 other films related to the content focus area. I also required them to start with research from the beginning of the semester so that they could learn to identify authoritative information and cite in MLA, so they should have a grasp of it before the Writing class... My goal was two-fold... First, I wanted to deepen their experience with research, discussing fact vs. opinion, authority, logos/pathos/ethos, even as I asked them to connect what they learned to their own experiences in their native countries. Second, I</p> |
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| 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; in 126, I had one student officially registered who completed the class. The student successfully met the SLO, and the success rate was 100%. Additionally, one student audited 126 and participated actively. | This group was a very active and engaged group, and they were very successful in building their oral language skills. I want to build more research into the curriculum, start at lower levels. | I focused this course (with 136) (and will the subsequent Reading and Writing courses this semester) on U.S. history because all the students in the class will be working on citizenship, moving to take U.S. History for A.A. or A.S. degrees, or both, so they need introduction to the content topics and vocabulary to give them a solid foundation for success in those areas. I also showed them a full length film (after notetaking instruction) and excerpts from 2 other films related to the content focus area. I also required them to start with research from the beginning of the semester so that they could learn to identify authoritative information and cite in MLA, so they should have a grasp of it before the Writing class... My goal was two-fold... First, I wanted to deepen their experience with research, discussing fact vs. opinion, authority, logos/pathos/ethos, even as I asked them to connect what they learned to their own experiences in their native countries. Second, I |
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| 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 4 students registered in 40838 at the end of the class, and 1 student registered in 41334(independent study) offered because of time conflict for this student. In 40838, all 4 students completed the class, and 3 of 4 successfully met this SLO, so the success rate is 75%. The student in 41334 did not complete the class and was thus not successful. | Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start. | I listened to student feedback about what would benefit them to read/learn from, and since many of the shared the need to learn more about American culture/history and most if not all of them will be going on to college level classes and degree plans, I researched and found a text that deals with that content, which was audience/level appropriate. I focused research and reading instruction on that content, and I also had students start research in the class, including how to distinguish “authoritative” texts and began working on citing sources, preparing for writing class AND next semester’s requirement of researching, understanding, and using sources. |
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| SLO #2 | Build comprehension of academic and literary texts through effective pre-reading strategies, analysis of organizational patterns and literary devices, questioning, reader response, and academic vocabulary enhancement. | This class is taught concurrently with ESL 122. There were 4 students registered in 40838 at the end of the class, and 1 student registered in 41334(independent study) offered because of time conflict for this student. In 40838, all 4 students completed the class, and 3 of 4 successfully met this SLO, so the success rate is 75%. The student in 41334 did not complete the class and was thus not successful. | Continue working on changes to curriculum so that content-based approach is integrated into the COR, but though this text was challenging and beneficial for students, I either need to look for another text in the same field, or I need to alter the logistics of how (long) the course is offered. We need to finish what we start. | We did a lot on note-taking strategies I listened to student feedback about what would benefit them to read/learn from, and since many of the shared the need to learn more about American culture/history and most if not all of them will be going on to college level classes and degree plans, I researched and found a text that deals with that content, which was audience/level appropriate. I focused research and reading instruction on that content, and I also had students start research in the class, including how to distinguish “authoritative” texts and began working on citing sources, preparing for writing class AND next semester’s requirement of researching, understanding, and using sources. |
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We did a lot on note-taking strategies

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| | SLO #3 | Identify and utilize effective techniques to build knowledge of academic and literary language, as well as cultural references and idiomatic expressions, in order to promote comprehension and fluency in English. | This class is taught concurrently with ESL 122. There were 4 students registered in 40838 at the end of the class, and 1 student registered in 41334(independent study) offered because of time conflict for this student. In 40838, all 4 students completed the class, and 3 of 4 successfully met this SLO, so the success rate is 75%. The student in | I need to create integrated reading and vocabulary packets. | Because the content inspired vigorous discussions in class, there was less formal work on vocabulary in class. Students were mostly self-motivated to maintain their own lists, but I need to resolve this for next semester. |
| 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. 100 % of students successfully met this SLO. | I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction from earlier in the semester/class. I also need to do more on MLA | I did more work on revisions this semester, more drafting in class. I also met with students more in class, one on one "appointments." It worked well. |
| | 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. 100 % of students successfully met this SLO. | I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction from earlier in the semester/class. I also need to do more on MLA | I did more work on revisions this semester, more drafting in class. I also met with students more in class, one on one "appointments." It worked well. |
| | 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. 100 % of students successfully met this SLO. | I saw significant growth from everyone who completed the class, but next semester, I need to do more on error correction from earlier in the semester/class. I also need to do more on MLA | I did more work on revisions this semester, more drafting in class. I also met with students more in class, one on one "appointments." It worked well. |

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| ESL 136 | SLO #1 | Prepare and deliver informal and formal argumentative speeches of 5- 10 minutes on abstract academic, professional, potentially controversial topics that offer clear positions and support. | This class is taught concurrently with ESL 126. There were 6 students registered at the end of the semester. Of the 6 students who completed the class, 6 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 focused this course (with 136) (and will the subsequent Reading and Writing courses this semester) on U.S. history because all the students in the class will be working on citizenship, moving to take U.S. History for A.A. or A.S. degrees, or both, so they need introduction to the content topics and vocabulary to give them a solid foundation for success in those areas. I also showed them a full length film (after notetaking instruction) and excerpts from 2 other films related to the content focus area. I also required them to start with research from the beginning of the semester so that they could learn to identify authoritative information and cite in MLA, so they should have a grasp of it before the Writing class... My goal was two-fold... First, I wanted to deepen their experience with research, discussing fact vs. opinion, authority, logos/pathos/ethos, even as I asked them to connect what they learned to their own experiences in their native countries. Second, I |
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| 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 6 students registered at the end of the semester. Of the 6 students who completed the class, 6 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 focused this course (with 136) (and will the subsequent Reading and Writing courses this semester) on U.S. history because all the students in the class will be working on citizenship, moving to take U.S. History for A.A. or A.S. degrees, or both, so they need introduction to the content topics and vocabulary to give them a solid foundation for success in those areas. I also showed them a full length film (after notetaking instruction) and excerpts from 2 other films related to the content focus area. I also required them to start with research from the beginning of the semester so that they could learn to identify authoritative information and cite in MLA, so they should have a grasp of it before the Writing class... My goal was two-fold... First, I wanted to deepen their experience with research, discussing fact vs. opinion, authority, logos/pathos/ethos, even as I asked them to connect what they learned to their own experiences in their native countries. Second, I |
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| 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 6 students registered at the end of the semester. Of the 6 students who completed the class, 6 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 focused this course (with 136) (and will the subsequent Reading and Writing courses this semester) on U.S. history because all the students in the class will be working on citizenship, moving to take U.S. History for A.A. or A.S. degrees, or both, so they need introduction to the content topics and vocabulary to give them a solid foundation for success in those areas. I also showed them a full length film (after notetaking and outlining instruction) and excerpts from 2 other films related to the content focus area. I also required them to start with research from the beginning of the semester so that they could learn to identify authoritative information and cite in MLA, so they should have a grasp of it before the Writing class... My goal was two-fold... First, I wanted to deepen their experience with research, discussing fact vs. opinion, authority, logos/pathos/ethos, even as I asked them to connect what they learned to their own experiences in |
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| ESL 190 | SLO #1 Distinguish between and produce basic statements, commands, and questions on everyday topics. | This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 8 students enrolled in the class. I also had 2 students auditing. Of the 8 enrolled, only 7 students completed the course/took the Final Exam. Of those, 100% successfully met this SLO. | Continue to build word of mouth and market effectively. | This was the first semester holding class at State Street, and it worked well holding class in a more central location in the community. I continued to have students join the class (audit) through the semester. I do need to develop a better system of tracking when audits get completed, as audits do not show up on my roster. Access meant more consistency in attendance and therefore learning. Students consistently attended and did homework, which helped a lot. It also |
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| SLO #2 | Engage in elementary conversational modes with appropriate application of cultural norms here in the United States and implementation of newly learned vocabulary. | This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 8 students enrolled in the class. I also had 2 students auditing. Of the 8 enrolled, only 7 students completed the course/took the Final Exam. Of those, 100% successfully met this SLO. | Continue to build word of mouth and market effectively. | This was the first semester holding class at State Street, and it worked well holding class in a more central location in the community. I continued to have students join the class (audit) through the semester. I do need to develop a better system of tracking when audits get completed, as audits do not show up on my roster. Access meant more consistency in attendance and therefore learning. Students consistently attended and did homework, which helped a lot. It also | |
| SLO #3 | Express understanding of events in time through use of simple and progressive tenses in past and present. | This beginning class (Level 1) is taught concurrently with ESL 192 (Level 2). At the end of the semester, there were 8 students enrolled in the class. I also had 2 students auditing. Of the 8 enrolled, only 7 students completed the course/took the Final Exam. Of those, 100% successfully met this SLO. | Continue to build word of mouth and market effectively. | This was the first semester holding class at State Street, and it worked well holding class in a more central location in the community. I continued to have students join the class (audit) through the semester. I do need to develop a better system of tracking when audits get completed, as audits do not show up on my roster. Access meant more consistency in attendance and therefore learning. Students consistently attended and did homework, which helped a lot. It also | |
| 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, | 25 students reached this goal (78%), 2 students failed (22%) Last semester, 23 students reached this goal, 7 students failed | The second 9 week class was scheduled few weeks before starting date, 6 students have poor attendance. If the class is scheduled as same as the rest classes, it should be getting | Little better than last semester |

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 'thirty-six students received and A This score average was due to no students receiving less than an A, for the 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. Average score was 100% for the wellness inventory and 95% for the change portion.

Spring 2017: 95% of the students participated in the weekly discussions. This allowed them to engage with the other students about the subject matters throughout the textbook. It also exemplified that those students that were highly in depth in their conversation understood the concepts of the course that we were going over.

The majority of the class (36/36) completed both assignments successfully and demonstrated an understanding of areas they needing improvement in and defined areas they needed to change.

The majority of the two classes completed both assignments successfully and demonstrated their understanding of the areas needing improvement and defined areas to change. Despite the tougher grading of the contract for change, students did

The data shows that there was an increase in participation with discussions for this course. I plan to continue to advance the discussion topics so they cover each area of study even better. Most of the students seemed to take advantage of the extra time they had when

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.

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 completion.

I removed a few of the discussion board questions, which I believe allowed the students to focus on the larger assignments in our course. I also found that reminding the students about the assignments due in that week helped them stay on top of their work better, but I realize that this being a college course, they need to also become more independent.

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| SLO #2 Employ knowledge of good nutritional and weight management techniques. | Spring 2017: 89% of the students completed the three-component project. After making some minor changes to the paper guidelines, 20% more students completed the project in its entirety, which allows me to believe that students on line might have a hard time of understanding the concepts that we are trying to throw at them in a short-period of time. | I will continue to keep the three components to the project due at different times throughout the semester because of the success I saw in doing so. However, I am going to re-write the reminders because a few students mistook the reminders for notices that the particular assignments were due that week. I am All thirty-six students submitted the three parts and 31 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, 20/36 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 | As I previously mentioned, in the last SLO I took away a few discussions and assignments over the course to limit overloading the students on weeks that the larger assignments were due. I was also able to readjust the three components to the capstone project to be due in different weeks making it easier for the students to complete each part. For the students who followed the rubric in this session there were high scores. All 36 students submitted all three parts of this assignment and 20/36 scored above the 86%. While everyone submitted all of the project there were still 5 F's on the change paper. The scores were do to unacceptable length and not including all six nutrients in all three areas the grade rubric asked for. Even with those low scores there were 23 B's or higher and 31 grades with C or higher We will continue to emphasize the change paper grade rubric and the three areas needing coverage. |
| | 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 36 students submitted the written change paper assignment. A majority (37/36) of students scored a B or higher on the three portions of this assignment. | | |

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| | <p>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 83% and for the change paper 73% had lower score this time because 13 students did not submit the paper . 43/56 students scored a C or better on the change paper. 47/56 scored an A for the analysis.</p> | <p>The detailed rubric has been successful in illuminating the areas most students fall short, which is in the inclusion of the 6 necessary nutritional areas. Students demonstrated proficiency, understanding the nature of the assignment and including more of the necessary information as a result of multiple reminders via attachments and instructions. Will continue to make changes in the lecture and the discussion of the assignment guidelines for the health</p> | <p>Based on the detailed rubric, those students who received higher scores, did so because they followed the rubric in the areas emphasized, including the 6 nutritional elements in their change analysis. We have continued to emphasize more detail on the health benefits and consequences of change in both lecture and when going over the assignment guidelines.</p> |
| | <p>There are total of 32 students: 7 students (22% 5D + 2F) due to the poor attendance and exam scores</p> | <p>The second 9 week class should be scheduled as same as the rest of classes instead of few weeks before the class</p> | <p>1.5% better than last semester</p> |
| <p>SLO #3 Exhibit knowledge of the effects of Drugs, Alcohol, and tobacco.</p> | <p>78% of the students reach the goal</p> | <p>Some of those made registration purely the reason of financial aid instead of learning. We should stop that and get the money back</p> | <p>Almost as same as the last semester</p> |

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 (35/36) received a A or higher on these two assignments. The drug paper average was 91% for all 36 students and 96% for the 34 who submitted it.

The two who did not submit it and received a 0, negatively skewing the SLO 3 was based on the quality of the paper. Average score for the completed the paper, was 87% for the students who submitted the assignment. 47/56 students received a B or higher. Their were 6 Fs, 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 84% for the students 47/56 who attended that day. Nine students did not attend that day and

Spring 2017: Out of the students that completed the final exam, the average grade received was an 87%. There was 4% of the class that did not take the final exam causing their grade to suffer.

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. Even without the group presentation, the assessment continues to accomplish the intended goals of exhibiting knowledge of drugs and their effects on the human body.

The above data indicates that it's imperative that all students complete the final exam. By monitoring students' 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.

Analysis of the reason for the increased scores revealed that 34 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 34/36 students submitted it.

This semester we continued to use the written assignment and poster observation so that the live class and the online class would have the same measurement assignments.

After changing a few of the questions on their Final exam, it seemed to work in the best interest of the students. The average score was much better this semester. I am also going to try and email students to remind them about their course final, but I would also like them to be aware that they are adults and that they need to be able to take the initiative and do the things in which

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| 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. | Overall, the class averaged 75% on all weekly assignments. Out of the 35 active students in the course 24 students completed 90% of the weekly assignments leaving approximately 11 students that completed less than half of the required assignments. | My target was for 75% of the students to complete the weekly assignments. For the future, I would like to include an additional extra-credit assignment that will help the students understand the material better so they can apply it to the weekly assignments. I found videos that I will upload that I'm hoping will grab the attention of the students. I am hoping this minor change will | 10% less students completed their assignments from the last course. I had more students in this course which may be a factor when comparing the two. It seemed the students who participated in completing the assignments enjoyed them and completed them with quality work. |
| | SLO #1 (Puryear) Interpret the nutrition information and terminology found on food labels. | Assignment/exercise had an average score of 96% with 37/37 students receiving a B or better. This was due to all students receiving a B or higher for the assignment. These are similar results to last semester. | The assignment measured what it was supposed to and indicated all (37/37) of the students demonstrated proficiency in how to read and interpret | There are no changes warranted at this time based on all of the students demonstrating proficiency by scoring a C/72% or better. |
| | SLO #2 To describe and show an understanding of the roles of proteins, fats, carbohydrates, vitamins, minerals, and water to the overall health of the human body. | 26 students out of the active 35 students completed the three component project. The project is designed for the students to progressively see the changes needed to be made in their daily dietary intake by comparing their diet analysis to their recommended daily allowance (RDA). However, out of the 26 students | I am planning to spread out the three components so they are due in different weeks giving the students more time to focus on each component. The three assignments combined are worth 175 and | I did not change a lot because of the success the students had with these assignments last course. |

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| <p>SLO #3 To learn and develop a comprehensive understanding of a well-balanced diet through reading labels and determining one's daily caloric intake.</p> | <p>8 of the 35 active students did not take the final exam. Out of the remaining students, the average score was a 65%. These results are horrendous and I will have to make changes to the final exam. There were 15 A's rewarded on the final exam but there were also many students who rushed the exam and received an F.</p> | <p>I am going to change the final to include more short answer and problem solving questions so the students have the opportunity to demonstrate some of the key points we covered in the course. I feel that some of the students may have rushed through their final because it was mostly multiple choice. I'm hoping by breaking it up the students will actively</p> | <p>I did not change a lot because of the success the students had on the final exam last semester.</p> |
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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 74% and 74% respectively. The change paper interpretations were also used. Quiz 2; 49/72 received a C or higher. Quiz 3; 52/72 received a C or higher. There were 34/72 with a B or higher in quiz 2 and 40/72 in quiz 3. | I have continued to provide a more in-depth lecture for each of these sections and believe it has helped overall low scores. I will continue to address these two chapters with more depth and with supplemental information in the "News Forum". It appears the protein/Amino Acid chapter continues to be the most difficult (least comprehended) for the last six semesters. Based on the essay results, it is clear they understand the importance of limiting fats and that protein/dairy products may be a major factor in increased saturated fats and the resulting long term health concerns. Even though no specific questions/topic appear to be a major problem, I will continue to review the questions missed and modify the lecture to emphasize this material. I polled students and 15 are using ebooks that do not provide the diagrams relating to amino acid | It appears more of this semester's students continue to demonstrate proficiency on both quiz 3 (Lipids/Fats and Protein/Amino acids) and quiz 2 (carbohydrates, improving the class average those quizzes. No quiz questions were missed by more than 50% of students. |
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| 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 91% (34/37 received a C or higher). 3 students received less than a C on the change paper. This was primarily due to not identifying the health reasons for the changes needed or not submitting the paper at all. | We are continuing to emphasize the rubric in communications and the class site as it appears to have been successful in creating proficiency in the students. I will continue to implement a change in what is needed in the assignment. The analysis and the change paper are required, to receive points for either an all or none scoring value. This has given more incentive to complete the essay. I have put more emphasis on the health reasons for | The Students who followed the rubric, had higher scores (34/37) indicating proficiency. I will continue to emphasize the essay rubric in class communications and the class site. This emphasis appears to be working, based on the improvement of scores. |
| HIST 2A | SLO #1 Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research. | 10/15= A; 4/15 = B; 1/10 = C Students demonstrated an ability to differentiate between sources, and to draw conclusions based on the information they contain. | Demonstrates a great way to differentiate between primary and secondary sources is to get real world practice. In future, will probably make no major changes (though may include aspect of class work over individual work). May also include a larger | It has been years since I taught this class outside the summer (and quite a while since even the summer). This is a brand new assignment. |
| | | 17 students answered questions about the South Carolina Ordinance of Nullification; John Adams' Circular Letter; the Compromise of 1877; and taxes before and after the French and Indian War. 70% of the questions were answered correct (48 out of 68) | Since the target was met, no correct measures are needed. | Since target was met, no changes were needed. |

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| <p>Data revealed understanding through broad range of assessment tools mentioned above. Most often students tended to accomplish target through better usage of class discussions (90%) comprehension by quarter's end; only close to under 3/4ths comprehension utilizing other means</p> <p>Discussion based on readings and analysis of diaries, journals; political speeches. Research papers showed significant appropriate use and interpretation by end of semester (86.4%); written projects: 45% at beginning with 79% by end of semester. Examinations and quizzes</p> | <p>Will still use similar tools in order to assess "pattern" given style and type of assessment method.</p> <p>Continued monitoring utilizing same assessment methods</p> | <p>Greater emphasis placed on class discussions and examinations compared to previous assessment period.</p> <p>Similar results to previous semester, students maintained a consistent level of underperformance at onset with significant comprehension levels by end of term.</p> |
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I continue to instruct students to provide at least 5 sources (primary or secondary) for their 5-10 page research paper. I have also instructed the students that their papers must be at least 5-pages long (not including the cover or citation pages). Additionally, I have allowed 5 extra-credit points for those students that provide, and properly use and list, a primary source in their research papers and citation page. Finally, I have provided several sites on my Course Home Page that assist the students in the construction of their research papers. Approximately 96% of students provided the required 5 sources (a decrease of 1% from my last H2A class). It was also noted that only 3 students attempted to utilize a primary source in their work. Approximately 96% of students' papers had at least 5 or more pages (as required). Approximately 4% of the students' papers were docked points as they did not have the required number of pages.

The overall percentages are encouraging for this session of History 2A. The numbers reveal that the majority of students did complete the assigned task (research paper). Although the number of students utilizing a primary source increased from my last class, I will try to increase this number by continuing to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the Instructor's Posting Area. This will help ensure that each student understands what is expected of them when constructing their research papers; and, allow those students looking at earning extra-credit points and avenue to do so (by utilizing a primary source(s) in their research papers. I will, as noted in SLO#1, provide the students with additional MLA "how to" websites and primary/secondary source examples for their review.

See section 9 above...

[The below is still a work in progress that I intend to initiate in my History

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| SLO #1 (Hill) | Critical thinking through written analysis | <p>Of the 29 students that completed the class, 28 turned in research papers (96% of the class turned in research papers). Of this number, 7 students scored 14 points (out of 20 points possible) or less on their submissions. This number reveals that, in this class, approximately 25% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall paper construction (as per MLA format). On a positive note, the number of students turning in research papers this class is an approximately 90% increase from my last class (H2A: #40694). Students were allowed 5 extra-credit points if they used at least one primary source in their work (and properly identified their primary source in the test of their work and on their citation page). Of the 28 students that turned in research papers, 3 students attempted to provide a primary source. This equates to approximately 10% of the students attempted (or did) use a primary source in their research papers. This rather lower participation rate might reveal that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. [However, this number represents an increase from my last History 2A class, where 2 students utilized a primary source in their paper.]</p> | <p>To continue to assist students in better understanding the differences between primary and secondary sources, and to push more students to utilize primary sources in their research papers, I will provide additional helpful websites to the students that give details/information on different types of sources and how to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC book store, as well as on the internet, that provide the student with additional avenues to learn more about how to write a 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</p> | <p>To continue to try and increase the number of students that submit research papers, and utilize primary sources, I will continue to provide MLA resources at the BCC book store, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Additionally, extra-credit points were allowed to the students for the use of a primary source on their research paper. This in an attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). I will continue to offer extra-credit points for the use of primary sources. Primary sources take more effort to find and utilize appropriately in the construction of a paper. By allowing extra-credit points for using a primary source, students must put in the extra effort to search for primary sources for their paper...if they wish to earn the extra points. Websites were provided, and will continue to be provided, for students to utilize that described/defined primary sources. The above noted decrease in students utilizing a primary source (from my last History 2A class) reveals that a few less students are putting forth the effort to utilize a primary source in their work. I will work harder to increase this number and better performance from the students (i.e., more</p> |
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| SLO #1 (Stanek) Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past. | The overall discussion results were averaged at 72% for the class (n=23). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 100%. Not all students discussed topics on regularly demanded basis. This drove averages | Continue to provide opportunities for relevant academic readings and discussions. These opportunities shape the foundation for comprehension, analysis, and critical assessment in | Stricter MLA enforcement as well as the quality of work of narrative response. Check for plagiarism through basic google paste-search by the instructor. Instructor's attention has been stressed on sourcing and authorship of the sources (e.g. No history.coms as citations), and |
| SLO #1A (Feher) Lenses and techniques of history | 6A;2B;C3;D3;F1 Failures mainly due to non-attendance and skipping exams. | Students must engage in reading and completing assignments. | More time forcing class to read assignments. Also information reinforcement from videos and class discussions. |
| | 19A;8B;3C;4D;5F Failures mainly due to non-attendance, skipping exams and failure to do concept papers. | Students must engage in reading and completing assignments. | More time forcing class to read assignments. Also information reinforcement from videos and class discussions. |
| SLO #2 Students will demonstrate critical thinking ability through analyzing historiographic scholarship. | Through the readings of supplemental texts and various interpretation of historical events, students were better able to ascertain history through the "lens" of different scholars/ authors. Initially, less than 8% could master this level, 22% by mid semester with a 48% by end of term. Although not meeting the fifty percent mark, the 17 students responded to questions about social contract theory, the role of colonies in mercantilism, the compromise tariff of 1833, and the aftermath of the French and Indian War 78% of the responses (53 out of | Maintenance of existing pedagogy while developing new, experimental ways linking objective thinking into written and oral assignments. | Significant improvement over prior semesters as summarized above. |
| | | Since the target was met, no changes were needed. | Since target was met, no changes were needed. |

7/14 = A; 2/14 = B; 2/14 = C; 3/14 = F
(no submission)

Students for the most part did a good job comparing two historical articles regarding the Constitution.

Supplemental readings consisting of journals, maps, diaries, etc. helped in attainment of objective; 81.3% level of understanding achieved. Previous reliance on first person narratives did not reach satisfactory level. Will incorporate more of such variables in future.

Students for the most part did a good job of comparing two essays regarding the motives of those at the Constitutional Convention. Some essays were very impressive in their direct analysis and comparison. In the future, I really need to bring in a rubric to increase academic rigor and to ensure that more Pedagogy will continuously modify the types of assessment variables for better student performance. Debates, group projects and online research should provide much

No major changes regarding this essay (which I used summer course last time taught this course). Biggest change is making assignment versus an in class test which I believe is the better idea.

Significant achievement level from prior period; again, variables may have played some important role here.

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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 97%) students in the class possessed the aptitude and knowledge to apply what they learned through reading and reviewing chapters, lectures, discussion questions, and videos required for the course, to include tests/assignments and responding to their peers on the Discussion Board. The remaining 3% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests. For the most part, this class had very good discussion question responses and discussion with their peers on the Discussion Board. | My plan for next semester is to continue with same plan, as it appears the increased participation rates on the Discussion Board, Mid-Term and Final test scores (and participation rates) reveal the plan is working. However, I will continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in the online discussion and to utilize the Course Home Page. I will continue to provide a study guide for the Final to assist the student in the closed book/notes test. And, as noted above, I will try to get the | I will continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my responses on at least 4-6 occasions to individual students' posts for each weekly discussion period. I find that this keeps the students more interested in posting future posts, when they see a more vested interest from the instructor in their posts and questions they pose in their posts. This approach seems to be working well, as more students have been posting their Discussion Question Responses, as well as entering more discussion posts with their peers. Finally, I provide a study guide for the Final (as week or so prior to the Final testing period). I have noticed that the student participation rate for this class on the Discussion Board has increased from my last class. This session, I have continued to add a greater number of website, and other book source, information to the Discussion Page (instead of just relying on the primary text for the class). This in an attempt to lure the students to finding and seeking out other sources of information from other history sources on a particular subject. I do not want the students to just rely on one source (our text) for discussion. I want them to learn how to search out resources from other avenues (website, library, eye-witness accounts, etc.). With respect to the |
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| SLO #2 Evaluate the importance (Stanek) and the differentiation between primary and secondary sources in history learning. | Most students did well averaging 72% or higher individually. Class average stood at 76% (n=15) Most papers failed in properly identifying the research question or hypothesis that could clearly drive a well-researched project. Instead, some of the work reflected a mere summary and not the discussion I was hoping for. In-text citing and referencing was also poorly done (in some cases providing only one bibliographical citation). Papers were not submitted through originality report. 8 papers were not submitted. | Rubric for the term paper was provided along with required elements of MLA formatting, sample essay, and source citing information. Continue to share with students the importance of completing the assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance. Hope to use an outside access for the turnitin | Refined research questions and insistence on selecting one to avoid summary reports. |
| SLO #2A Develop critical reading, writing and evaluation skills (Feher) | Motivated students did well. Average and below average students lack literate skills and motivation. | Encourage reading, writing and more class discussion. | Learn how to engage the less motivated. |
| SLO #3 Students will exhibit proper note taking and comprehension abilities for successful completion of history course. | 17 students responded to questions about the Navigation Acts, the Compromise of 1850, the Mexican-American War and its consequences, and the oaths of loyalty required by the Presidential and Congressional Reconstruction plans. 70% of the assignments (48 out of 69 questions) Assignments which –mostly written, some oral- requiring student comprehension from discussion/lectures monitored results in this area. Under one-third proved capable note taking abilities; improved by 5/8ths toward semester conclusion. | Since the target was met, no correct measures are needed. | Since the target was met, no changes were needed. |
| | Presentations reflected 100% understanding of material at later period in course; at onset, 12% attainment. | Data indicative that orientation/career building class offered by college for matriculation should place greater emphasis on class participation, learning strategies, and classroom responsibilities. Instructor will continue Will continue monitoring SLO in this form, style in hopes of realizing similar outcomes. | Additional usage of quizzes and examines whereby such methods incorporated oral presentation aspect of learning assessment. |

Very Successful: 10/14; Partially Successful: 3/14; Unsuccessful: 1/14
Students were successful in taking notes from a history textbook. Those who were partially successful or unsuccessful failed to turn in the number of notes required throughout the semester.

I was very happy to introduce this to the students as something to be working on all semester. It gave them a chance to dig deeper into their reading, to become aware of author's purposes while writing, and to form their own questions. Furthermore, it helps ensure the students keep up with class readings, use their book, and are better prepared for class. Being the first time trying it out, there are definitely some bugs to work out. However, I think many appreciated learning a new style of notetaking (which is based on

It has been years since I taught this class outside the summer (and quite a while since even the summer). This is a brand new assignment.

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| <p>SLO #3 Evaluate a history (Stanek) curriculum consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.</p> | <p>Class average (total of all quizzes) was 68%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 70-80%. Perhaps motivation, decision to drop, or just testing the waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial but not required in these assessment and I presume that most did not have it at their disposal. The overall average would have been around 75% if all students completed the final proctored exam. I believe that the procrastination and failure to select a proctor caught some off guard. Some</p> | <p>Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material. Also, I need to closely monitor the midterm exam and remind students of the deadlines.</p> | <p>Yes. All quizzes and a midterm exam has been changed to reflect closer reading habits with texts assigned. All reading material was provided through moodle MLS in form of PDF files. Unfortunately, I couldn't provide links to the library holdings since BCC does not hold access to Jstore database through which all these readings could be accessed. I found a greater engagement and better quality of work over the Spring '16 semester after eliminating textbook tests and adopting my own quizzes.</p> |
| <p>SLO #3A Develop research and (Feher) writing skills</p> | <p>Most did average work on the concept paper.</p> | <p>Students, particularly First Year students have not had enough exposure to writing. We must encourage and help students develop reading, writing and evaluation skills.</p> | <p>Spending more time explaining concept research.</p> |

HIST 2B SLO #1 Students will demonstrate an understanding of the difference between primary and secondary sources and their uses in historical research. See SLO #1

The overall percentages are mostly positive in that they reveal that more students are completing the assigned task (research paper). However, there is still a low number of students utilizing a primary source. In addition, a larger number of students were “sloppy” when it came to ensuring their papers were grammatically and mechanically correct. To respond to this concern, I will continue to remind the students to review the research paper information on the Course Home Page and provide additional reminders on the Instructor’s Posting Area. This will help ensure that each student understands what is expected of them when constructing their research papers. I will, as noted in SLO#1, provide the students with additional MLA “how to” websites and primary/secondary source examples for their review.

As a follow-up to the idea (see paragraph immediately below) I submitted on my last SLO, please see area

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| SLO #1 (1) | Critical thinking through written analysis | <p>Of the 30 students that completed the course, 25 turned in research papers (83%). Of this number, 7 students scored 14 points (out of 20 possible) or less on their submissions. This number reveals that, in this class, approximately 28% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall (mechanical) paper construction (as per MLA format). [This was an increase from my previous class whereby about 24% 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 25 students that turned in research papers, 6 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 equals about the same number from my last class of students that utilized a primary source in their</p> | <p>To assist students in better understanding the differences between primary and secondary sources, I will continue to provide additional helpful websites to the students that give details/information on different types of sources and how to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC book store, as well as on the internet, that provide the student with additional avenues to learn more about how to write a good paper, using the MLA system/format. Additionally, I will provide several examples of primary and secondary sources for the students' peruse. Finally, I will place an increased number of reminders on the Instructor's Posting Area to persuade/encourage</p> | <p>To continue to improve success in this area (Research Paper submission), I will continue to provide MLA resources at the BCC book store, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Due to low participation numbers, the extra-credit points I allowed to the students for the use of a primary source on their research paper will (more-than-likely) be removed in History 2B classes commencing after September 2018. Instead, I will suggest that students use both secondary and primary sources in their papers, but will not minus points for students that do not use a primary source. I will attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper.</p> |
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| <p>Of the 37 students that completed the course, 37 turned in research papers (100%). Of this number, 9 students scored 15 points (out of 30 possible) or less on their submissions. This number reveals that, in this class, approximately 24% of those students that completed the research paper need to apply extra efforts in their grammar, punctuation, syntax, critical thinking, writing skills and overall (mechanical) paper construction (as per MLA format). [This was a decrease from my previous class whereby about 43% 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 37 students that turned in research papers, 7 student attempted to provide a primary source. I am unsure if this low participation rate reveals that the majority of the students either did not know how to use/locate a primary source, or did not put forth the effort to utilize a primary source. However, this equals a 1% increase in the number, from my last class, of the students that utilized a primary source</p> | <p>To assist students in better understanding the differences between primary and secondary sources, I will continue to provide additional helpful websites to the students that give details/information on different types of sources and how to use them during the construction of their research papers. Additionally, I plan on providing several more MLA sources, both at the BCC book store, as well as on the internet, that provide the student with additional avenues to learn more about how to write a good paper, using the MLA system/format. Additionally, I will provide several examples of primary and secondary sources for the students' peruse. Finally, I will place an increased number of reminders on the Instructor's Posting Area to persuade/encourage</p> | <p>To continue to improve success in this area (Research Paper submission), I will continue to provide MLA resources at the BCC book store, as well as several online MLA websites, to assist the students in the construction and submission of their research papers. Due to low participation numbers, the extra-credit points I allowed to the students for the use of a primary source on their research paper will (more-than-likely) be removed in History 2B classes commencing after September 2018. Instead, I will suggest that students use both secondary and primary sources in their papers, but will not minus points for students that do not use a primary source. I will attempt to motivate the students to use different types of sources (primary and secondary) in the construction of their papers (and not to just rely on secondary sources in their work). Primary sources take more effort to find and utilize appropriately in the construction of a paper.</p> |
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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. | After a review of student Discussion Question responses and Discussion Board postings, it is believed that most (at least 98%) students in the class possessed the aptitude and knowledge to apply what they learned through reading and reviewing chapters, lectures, discussion questions, and videos required for the course, to include tests/assignments and responding to their peers on the Discussion Board. The remaining 2% were less than active during discussion with their peers and/or did less than satisfactory with their assignments/tests. | My plan for next semester is to continue my increased participation on the Discussion Board and remind students to utilize the Final Study Guide to better their participation and scores. In addition, I will continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in | I will continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my remarks on the discussion page on at least 4-7 occasions each week to individual students' posts for each weekly discussion period. I am finding 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 will continue to provide a study guide for the Final (a week or so prior to the Final testing period). I have noticed that the student participation rate for this class on the Discussion Board is about the same as my last class. |
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After a review of student Discussion Question responses and Discussion Board postings, it is believed that most (at least 99%) 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 1% 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 my increased participation on the Discussion Board and remind students to utilize the Final Study Guide to better their participation and scores. In addition, I will continue to point out to the students the importance of reading, viewing required videos, and asking questions when they do not understand anything in the lectures, chapter readings, videos, Course Home Page, and Instructor's Posting Area. I will also continue to point out to the students that their point score(s) can be increased if they are more active in the course (especially on the Discussion Page). Additionally, I will continue to remind students during the course of the class to be more involved/active in

I will continue to provide increased reminders and information on the Instructor's Posting Area and several sites on the Course Home Page in an attempt to provide more assistance to the students in these areas. In addition, I have made it a point to post my remarks on the discussion page on at least 4-7 occasions each week to individual students' posts for each weekly discussion period. I am finding 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 will continue to provide a study guide for the Final (a week or so prior to the Final testing period). I have noticed that the student participation rate for this class on the Discussion Board is about the same as my last class.

SLO #3 Students will demonstrate See SLO #1
(1) an understanding of the
difference between primary
and secondary sources and
their uses in historical
research.

The overall percentages See section 10 above...
are mostly positive in
that they reveal that
more students are
completing the assigned
task (research paper).
However, there is still a
low number of students
utilizing a primary
source. In addition, a
larger number of
students were “sloppy”
when it came to ensuring
their papers were
grammatically and
mechanically correct. To
respond to this concern, I
will continue to remind
the students to review
the research paper
information on the
Course Home Page and
provide additional
reminders on the
Instructor’s Posting Area.
This will help ensure that
each student
understands what is
expected of them when
constructing their
research papers. I will,
as noted in SLO#1,
provide the students
with additional MLA
“how to” websites and
primary/secondary
source examples for their
review.

As a follow-up to the
idea (see paragraph
immediately below) I
submitted on my last
SLO, please see area

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| HIST 4 | SLO #1 | The significance of Progressivism, its evolution, and how the movement shaped the political debate of the early twentieth century. | One-fifth of pupils had little recognition of the Progressive movement or its ramifications; two-thirds comprehension by semester's end allowed for goal attainment | Will continue with aforementioned (Quest. 10) given positive results from data. | Incorporation of much broader topical information related to study: films, pamphlets, legislation; materials essential to primary source analysis. |
| | SLO #2 | The impact of World War I (The Great War) on global and domestic policy of the United States during the twentieth century. | In class assignments and group presentations allowed for 67% comprehension by semester's end. Preparation involved research, data analysis, peer review and discussion. Subject was "Treaty of Versailles" were students role played as participants in this conference | Instructor will continue monitoring this topic for assessment reviewing for how, if necessary, instructional role during project development might be helpful. | Previously had not adopted this subject for analysis but, given its importance to twentieth century policies, events, etc. will offer next semester. |
| | SLO #3 | The growing influence of conservatism in domestic and international policy brought on by the declining authority of liberalism during the late 1960s | Only 16% seemed to grasp the political aspect of this SLO, its influence on culture and public policy. Discussions (one-on-one, group) functioned as means for goal attainment as did writings and research paper topic | As mentioned, will adopt supplementary resources in hopes of attaining more positive level of outcome. | First time implemented (political legislation and economic analysis), but will continue utilization in conjunction with more DVD's, Podcasts, documentaries. |
| HIST 8A | SLO #1A | Analyze the effectiveness of critical thinking, communication, and historical analysis of events in the past. | The overall discussion results were averaged at 74% for the class (n=28). Most of the posts reflected high proficiency level of historical analysis and critical thinking averaging weekly as high as 100%. Not all students discussed topics on regularly demanded basis. This drove averages down. Some just simply visited time to | 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), and marked errors. Students seem to |

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| <p>SLO #2A Evaluate the importance and the differentiation between primary and secondary sources in history learning.</p> | <p>Most students did well averaging 73% or higher individually. Class average stood at 78% (n=24) Most papers failed in properly identifying the research question or hypothesis that could clearly drive a well-researched project. Instead, some of the work reflected a mere summary and not the discussion I was hoping for. In-text citing and referencing was also poorly done (in some cases providing only one bibliographical citation). Papers were not submitted through originality report. Four papers were not submitted or done very poorly.</p> | <p>Rubric for the term paper was provided along with required elements of MLA formatting, sample essay, and source citing information. Continue to share with students the importance of completing the assignments as they contribute to their understanding of history. Examples of some past live papers were also posted as a guidance. Hope to use an outside access for the turnitin</p> | <p>Refined research questions and insistence on selecting one to avoid summary reports.</p> |
| <p>SLO #3A Evaluate a history curriculum consisting of narrative and oral expression with appropriate principles, tools, and teaching strategies.</p> | <p>Class average (total of all quizzes) was 67%. This data indicated that most students are comfortable with testing (MC or T/F) and fare much better than in essays. First and the last quiz indicated poor attendance averaging around 70-80%. Perhaps motivation, decision to drop, or just testing the waters was to blame in the first week's observation. The analysis of why the last week's quiz was not taken seriously could've indicated the difficulty of the material content or just end-of-the-semester amount of work. Text ownership was crucial but not required in these assessment and I presume that most did not have it at their disposal. The overall average would have been around 73% if all students completed the final proctored exam. I believe that the procrastination and failure to select a proctor caught some off guard. Some</p> | <p>Continue to provide opportunities for relevant academic reading and discussions. These opportunities shape the foundation from which students are able to comprehend, analyze, and to critically assess the material. Also, I need to closely monitor the midterm exam and remind students of the deadlines.</p> | <p>Yes. All quizzes and a midterm exam has been changed to reflect closer reading habits with texts assigned. All reading material was provided through moodle MLS in form of PDF files. Unfortunately, I couldn't provide links to the library holdings since BCC does not hold access to Jstore database through which all these readings could be accessed. I found a greater engagement and better quality of work over the Spring '16 semester after eliminating textbook tests and adopting my own quizzes.</p> |

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| HIST 8B | SLO #1 (Vascon cellos) | Students will be able to recognize the significance Western and Eastern philosophies have had on the development of contemporary political, economic, and religious institutions. | Student performance showed an abysmal comprehension of global history and its implications by first quarter of our nine week course with little improvement noted by semester's end. 48% level of comprehension by week 6. | Will continue with same assessment methodology during subsequent term. | Not applicable. Course had not be offered since 2013. |
| | SLO #2 (Vascon cellos) | Understanding the necessity of studying global civilization as an effective tool in addressing modern-day issues governing class and racial distinctions. | Through oral reports and current event discussions, student displayed some aptitude in this area: 74% comprehension by semester's end compared with under one-third at onset. | Will continue monitoring applying similar, if not same- assessment tools. | N/A-Please see explanation to SLO 1, question 10. |
| | SLO #3 (Vascon cellos) | The meaning of cultural and racial inclusion and how awareness of global civilizations enhances society's ethnic mosaic. | Through discussion and cross-cultural examination questions, in conjunction with term project, students asked to compare/contrast western culture to peripheral civilizations. Lack of complete recognition initially; however 58% displayed some awareness by end. | Continue with similar assessments under rubric given level of attainment. | |
| HUMA 1 | SLO #1 | Explain the impact of the arts on society and self. | 30/35 students completed the final exam; among this number, the passing ratio was 86% 85% of students demonstrated satisfactory levels in regards to this SLO 15% 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 | No changes were made from previous results |
| | | | 39/39 students completed the final exam; among this number, the passing ratio was 85% 81% of students demonstrated satisfactory levels in regards to this SLO 19% 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 | No changes were made from previous results. |

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| SLO #2 | Identify the unique characteristics of a specific form of art studies in class. | All students fully participated in these very important assessments | 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 |
| | | All students fully participated in these very important assessments. | The data indicates that for the majority of students and, in most respects all the students, a continuation of current practice is indicated | No changes were made from previous results |
| SLO #3 | Compare and contrast art forms being studied in class and the relevant historical or cultural influences. | - 3 1/35 students successfully completed the Term Paper Assignment - 8 9% of students demonstrated satisfactory levels in regards to this SLO (i.e. completed and passed the assessment) | 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 |
| | | - 1 1% of students did not demonstrate satisfactory levels in regards to this SLO (i.e. did not complete the assessment and did not receive a passing score.) | However, I plan to be more proactive in posting announcement reminders of this | |
| | | - 3 6/39 students successfully completed the Term Paper Assignment - 2 2% of students demonstrated satisfactory levels in regards to this SLO (i.e. completed and passed the assessment) | 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. |
| | | - 8 % of students did not demonstrate satisfactory levels in regards to this SLO (i.e. did not complete the assessment and did not receive a passing score.) | However, I plan to be more proactive in posting announcement reminders of this | |
| HUMA SLO #1 5 | Communication - The ability to communicate knowledge of the primary ideas found within a selection of various myths originating in disparate cultures of the | 36 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 |

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| | 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 | 95% of students fully participated in these very important assessments 5% 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 #3 | Global Awareness - Cultivate knowledge, respect, and tolerance of ideas and beliefs originating in mythological thoughts from various cultures and perspectives dissimilar from | 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. | Of the 33 students who took the exam, 33 achieved a score of C or higher. [100 %] | Giving students the opportunity to take more transferable courses past this one would even increase motivation. | This course is made up of motivated students who have clear goals. Small changes intended to improve teaching are made each semester. |
| | 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. | 5/24 failed the class and 2 students are classified as "non-gradable" on the gradebook. | The 5 students who failed the class stopped submitting the class after the 2nd half of the semester. On the 5 students who failed, 3 of them have taken the midterm and/or the final exam and still fail the class. The reason why most of these students failed the semester class is lack of consistency in submitting their online tasks on time. Students who failed to submit their work on time were | The midterm test was administered as a proctored test instead of the Final Exam |
| | SLO #2 | Demonstrate the ability to analyze multiple representations of problems and the connections between such. | Of the 32 students who took the exam, 31 achieved a score of C or higher. [96.8%] (The student who did not pass this exam did well in other exams and received a good course grade.) | There can always be improvement. | The text was revised, and it really does address topics in a better way for both students and teacher. |

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| SLO #2 (Esperanza) | SWAT demonstrate both content knowledge and test taking skills. | 19/24 Passed the class and 4 students are classified as "non-gradable" on the gradebook | Using Canvas helped me to monitor the students work far better than Moodle. I can keep track on how long they spend on the reading the materials and how long it took them to finish | With the migration from Moodle to Canvas, the students are now using MyMathLab for their homework as opposed to using the physical book. This gives me a better way of assessing students on how they progress in learning the math concepts online. |
| SLO #3 | Demonstrate the ability to apply appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts. | Of the 32 students who took the exam, 32 achieved a score of C or higher. [100 %] | In addition to knowledge and motivation increases for advanced this fairly advanced course, the students seem to more about being a student. Training at all levels on how to be a successful student could become a | The course must be very much the same from semester to semester for articulation, preparation for calculus, and so on. I try to make what improvements I can devise. |
| 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. | 19/24 passed the class | The next semester would be the 2nd time I will be utilizing Moodle and MyMathLab in my online class. The flexibility that it gives me as an online instructor is beneficial not just to my students but also in how I | With the use of the new Learning Management System, grading of homework and assessment are more effective compared to the old LMS (Moodle) This helped me gave a better and more transparent assessment to the student on how they progress in my online class. |
| 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 | Data was collected from one appropriate problems on the final exam. The students demonstrated comprehension of the material 72.2% of the time. | I will continue the emphasis on Chapters 1-4 and 10-11 because it gives the students the tools they need for future classes. | No changes were made from previous assessment. |

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| | Exam 1: 32 students completed the assessment, 27 or 84% students were successful with a "C" or higher, 5 or 16% 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 | 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. |
| | Of the 34 students in CRN 40884 who took the exam, 30 achieved a score of C or higher. [88 %] | I had no other Math 101 this semester so comparisons with a nine weeks course is not made here. These people may not have taken a math class during their first semester at | The main point I notice is the improvement as students' progress from beginning courses to higher courses. Training in how to be a student may be in order. |
| | These compare with the Fall 2016 data of 83% and 80% students achieving a score of C or higher. | | |
| 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 #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, | Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 82.5% of the time. | I will continue to emphasize word problems as the students will continue to encounter more difficult examples as they move forward. |
| | | | No changes were made from previous assessment. |

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| | Exam 3: Of the 32 students, 25 students completed the assessment, 7 students were dropped after the first census, and 23 or 92% 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 | 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. |
| | Of the 35 students in CRN 40884 who took the exam, 22 achieved a score of C or higher. [63 %] | The revised placement procedures will be very helpful for this class particularly. | The number of people failing the exam and the number of very low scores concerned me and I reviewed more thoroughly for the next exam and the final. |
| SLO #2A | #2 SWAT demonstrate both content knowledge and test taking skills | 22/29 students passed the class this semester | Increase on students staying in the program compared from last 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 | Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 68.7% of the time. | Calculator work will continue to be given, and I will plan on showing more examples using the square root feature. |
| | | | No changes were made from previous assessment. |

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| | | Exam 4: Of the 32 students, 23 students completed the assessment, 7 students were dropped after the first census, 2 students did not complete the assessment, and 21 or 91% 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 | I spent more lecture time explaining step by step on problems for study guides 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. |
| | | Of the 35 students in CRN 40884 who took the exam, 26 achieved a score of C or higher. [74 %] | New placement methods should be very good for students. | The percent for this spring semester is similar to the percents for the two sections in the previous fall. |
| MATH SLO #1 2 | 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 Graph data using calculator/computer software. | Final Exam: on 20 of the 27 students took the final exam. The 7 students who failed to show up during the final exam received an automatic 0% in their final grade. The final exam is worth half of the 30% weight in their final semester grade. The other half of the 30% will be coming from their Midterm 47 of 51 students attempted and passed this assessment (92.2%). Three of the four students who did not attempt this assessment did not pass the course. | 22/29 students passed the class this semester. | |
| | | Great emphasis was exerted on SLO #1. Students were instructed on the importance of "Graph data using the computer software Excel". Students were instructed on the importance of attending classes, and carefully follow the lab instructions was working. | 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. The instructor is flexible in accepting work in various formats because | No changes have been made to this assessment |
| | | | None; since the success rate is 100%. However, students will continue to be reminded of the importance of understanding the topic behind SLO #1, attend classes, and faithfully and carefully follow the lab | No previous SLO analysis; this was the first time the SLOs were evaluated for this class. |

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| SLO #1 (Weis) | Organize and analyze data. Test 1 | 33 out of 34 students took the test. The class performed at an average of 81% and the median of the class for this SLO is 86%. 29 out of 33 students who took the test pass the test with a 70% and higher. 29 students met the class objective above the target. | The students performed excellent on this SLO. No changes need to be made for next semester. | |
| SLO #2 | Perform tests of hypothesis and confidence limits. | 41 of 51 students attempted and passed this assessment (80.4%). | Students have an intrinsic understanding of polls and survey results, and are able to incorporate statistical terminology into their discussion. Emphasis was made in explaining the idea of "margin of error" | No changes have been made on this assessment |
| | | Based on the final exam results, 8 out of 8 (100%) students successfully demonstrated knowledge on how to "Perform tests of hypothesis and confidence limits". All active students did take the final exam. | None; since the success rate is 100%. However, students will continue to be reminded of the importance of understanding the topic behind SLO #2, attend classes, perform the assigned homework assignment that deals with SLO #2, and faithfully and carefully read the text and read | No previous SLO analysis; this was the first time the SLOs were evaluated for this class. |
| SLO #2A (Weis) | Probability and Binomial probability distribution | 34 out of 34 students took the test. The class performed at an average of 79% and the median of the class for this SLO is 83%. 27 out of 34 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. | 44 of 51 students attempted and passed this assessment (86.3%). | Students are able to follow instructions to carry out an experiment that improve their understanding of the complex idea of sampling distribution of the mean. This is an important step | |

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| | | Great emphasis was exerted on SLO #3. Students were instructed on the importance of "Understand and interpret statistics terminology. Organize and analyze data using established methods and distributions". Students were instructed on the importance of attending classes, and carefully follow | None; since the success rate is 100%. However, students will continue to be reminded of the importance of understanding the topic behind SLO #3, attend classes, and faithfully and carefully follow the lab | No previous SLO analysis; this was the first time the SLOs were evaluated for this class. |
| SLO #3A (Weis) | Central limit theorem and laws of large numbers | 33 out of 34 students took the test. The class performed at an average of 76% and the median of the class for this SLO is 79%. 24 out of 33 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 | 15 out of 17, that is 88% of the students passed this assessment, and 2 out of 17, that is 12% 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 very aware of emails and quick responses. |
| | | 21 out of 24, that is 88% of the students passed this assessment, and 3 out of 24, that is 12% 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 very aware of emails and quick responses. |
| | | Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 77.9% of the time. | I plan on adding the section that covers graphs of polynomial functions after the section on finding zeroes of polynomial functions | No changes were made from previous assessment. |

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| | Of the 30 students in CRN 40880 who took the exam, 27 achieved a score of C or higher. [90 %] Of the 49 students in CRN 40879 who took the exam, 48 achieved a score of C or higher. [97.9 %] The second class was a course taught second nine weeks. | Projects having to do with proposed majors were suggested last year, but will hopefully come to fruition in the class to be taught in the fall. | This is generally a successful course and is made up of motivated students who are anxious to graduate. Small changes intended to improve teaching are made each semester. | |
| SLO #2 | Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations based on the objectives that may include; polynomial, exponential, and logarithmic functions and sequences and series, | 16 out of 17 passed this assessment, that is 94% of the students, and 1 out of 17 didn't pass this assessment, that is 6% 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 very aware of emails and quick responses. |
| | | 20 out of 24 passed this assessment, that is 83% of the students, and 4 out of 24 didn't pass this assessment, that is 17% 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 very aware of emails and quick responses. |
| | | Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 76.2% of the time. | With the change to Canvas, I will be focusing more on the discussion boards since we have more options on | No changes were made from previous assessment. |

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| | | <p>Of the 30 students in CRN 40880 who took the exam 25 achieved a score of C or higher. [83 %]</p> <p>Of the 41 students in CRN 40880 who took the exam 39 achieved a score of C or higher. [95 %]</p> <p>The nine weeks class seemed to do slightly better on this SLO, but I don't know what a test of statistical significance would show.</p> <p>I do believe that students with more confidence in their ability to complete the course probably opt for the nine weeks format.</p> | <p>Changes are small a mostly respond to individual students in a class.</p> | <p>Again, those in the Fall 2016 course achieved 92.5% at grade C or better. These numbers probably do not indicate a statistical difference.</p> |
| SLO #3 | <p>Technology: The student will demonstrate the ability to apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts based on the objectives that may include; four function calculator,</p> | <p>16 out of 17 passed this assessment, that is 94% of the students, and 1 out of 17 didn't pass this assessment, that is 6% of the students. This is most likely due to errors in calculations.</p> | <p>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.</p> | <p>Have kept doing same as before and have been very aware of emails and quick responses.</p> |
| | | <p>23 out of 24 passed this assessment, that is 96% of the students, and 1 out of 24 didn't pass this assessment, that is 4% of the students. This is most likely due to errors in calculations.</p> | <p>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</p> | <p>Have kept doing same as before and have been very aware of emails and quick responses.</p> |
| | | <p>Data was collected from two appropriate problems on the final exam. The students demonstrated comprehension of the material 83.3%</p> | <p>No changes are planned for calculator problems.</p> | <p>No changes were made from previous assessment.</p> |
| | | <p>Of the 31 students in CRN 40880 who took the exam, 27 achieved a score of C or higher. [87 %]</p> <p>Of the 44 students in CRN 40880 who took the exam, 42 achieved a score of C or higher. [95 %]</p> | <p>Students seem to be becoming more knowledgeable on courses they need to graduate.</p> | <p>The course must be very much the same from semester to semester for articulation and so on. I try to make what improvements I can devise.</p> |

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| 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 | In Exam 1 9/12 or 75% of the class passed the exam with a 70% or higher. Only 25% of the students that took the exam did not passed Exam 1. | The data indicates that only 75% 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 | No changes were made this is the first time teaching the course. |
| | SLO #2 Representations/connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between such. | In Exam 3 9/12 or 75% of the class passed the exam with a 70% or higher. Only 15% of the students that took the exam did not passed Exam 3. | The data indicates that only 75% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near | No changes were made this is the first time teaching the course. |
| | SLO #3 Technology: The student will demonstrate the ability apply level appropriate technology to solve, analyze, synthesize, and evaluate mathematical problems and concepts. | In the Final Exam 9/12 or 75% of the class passed the exam with a 70% or higher. Only 25% of the students that took the exam did not pass the Final Exam. | The data indicates that only 75% 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 | No changes were made this is the first time teaching the course. |

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| <p>MATH SLO #1 50</p> | <p>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</p> | <p>20 of 23, that is 87% of the students passed this assessment, and 3 out of 23, that is 13% of the students failed the assessment. This was due to those 3 students not completing any quizzes; 1 of the students went on to drop the course, while the other 2 did not complete any tests or quizzes.</p> <p>35 out of 41, that is 85% of the students passed this assessment, and 6 out of 41, that is 15% of the students failed this assessment. This is mostly due to errors in calculations</p> <p>In Exam 1 25/28 or 89% of the class passed the exam with a 70% or higher. Only 11% of the students that took the exam did not passed Exam 1.</p> | <p>As my class size started out small for this course, I was wary to drop students before the census date, but in hindsight, it would have been better to drop the 2 students who did not complete any tests or quizzes in the term.</p> <p>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. The data indicates that only 89% 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</p> | <p>I followed up with students much more thoroughly this semester, which kept most students on track and engaged throughout the term.</p> <p>Have kept doing same as before and have been very aware of emails and quick responses.</p> <p>No changes were made.</p> |
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| | | In Exam 1 26/29 or 87% of the class passed the exam with a 70% or higher. Only 13% of the students that took the exam did not passed Exam 1. | The data indicates that only 87% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an action plan for the near future. Making more connections in how integral exponents are used in real life applications is one way I | No changes were made. |
| | | In Exam 1 5/5 or 100% of the class passed the exam with a 70% or higher | The data indicates that 100% of the class passed Exam 1 and met SLO 1. | No changes were made. |
| SLO #1 (Weis) | Add, subtract, multiply and divide signed numbers. This objective is under Test 1. | 21 students out of 26 students completed the test. Class average is 86% and the class median is 90%. The average grade and the median of SLO # 1 indicated that the students | NA | I used both Moodle and MYMATHLAB to post the weekly discussion topics and all related class assignments. |
| SLO #2 | Representations/Connections: The student will demonstrate the ability to analyze multiple representations of level appropriate problems and the connections between those representations that may include; fractions, decimals and percents, linear equations and | 18 of 21, that is 86% of the students passed this assessment, and 3 out of 21, that is 14% of the students failed the assessment. This was mostly due to 2 of those students not completing any tests or quizzes throughout the term. | As my class size started out small for this course, I was wary to drop students before the census date, but in hindsight, it would have been better to drop the 2 students who did not complete any tests or quizzes in the term. | I followed up with students much more thoroughly this semester, which kept most students on track and engaged throughout the term. |
| | | 36 out of 41 passed this assessment, that is 88% of the students, and 5 out of 41 didn't pass this assessment, that is 12% 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 very aware of emails and quick responses. |

In Exam 3 24/28 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. 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

No changes were made.

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 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. 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

No changes were made.

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| | | In Exam 3 4/5 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 80% of the class passed Exam 3 in which SLO 2 was met. There is room for improvement since not all students met SLO 2. Encouraging students to practice concepts in SLO 2 is an action plan for the near future. Students must ask questions if concerns arise. Encouraging students to dialogue and have in depth class discussions is an action plan I plan to use during NA | No changes were made |
| SLO #2 (Weis) | Solve linear equations and inequalities in one variable. This objective belonged to Test 2. | 17 out of 21 students completed the test. 16 out of 17 students who took the test met SLO # 2 objective with 70% or higher. | | The students mastered the concepts on these material. SO PROUD OF MY STUDENTS. 100% achievement. |
| | | Class average is 73% and the class median is 83%. The class average and the median for SLO # 2 indicated the students performed and understood | | |
| 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 | 17 of 20, 85% of the students passed this assessment, and 3 out of 20, 15% of the students failed the assessment. This was mostly due to 2 of those students not completing any tests or quizzes throughout the term. | As my class size started out small for this course, I was wary to drop students before the census date, but in hindsight, it would have been netter to drop the 2 students who did not | I followed up with students much more thoroughly this semester, which kept most students on track and engaged throughout the term. |
| | | 39 out of 41, that is 95% of the students passed this assessment, and 2 out of 41, that is 5% 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 very aware of emails and quick responses. |

In the Final Exam 22/28 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

No changes were made.

In the Final Exam 22/29 or 76% of the class passed the exam with a 70% or higher. Only 24% of the students that took the exam did not pass the Final Exam.

The data indicates that only 76% 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

No changes were made.

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| | | In the Final Exam 4/5 or 80% of the class passed the exam with a 70% or higher. Only 20% of the students that took the exam did not pass the Final Exam. | The data indicates that only 80% of the class passed the final exam in which SLO 3 was met. There is room for improvement since not all students met SLO 3. 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 NA | No changes were made. |
| | SLO #3B (Weis) | Simplify rational expressions. Test 6 on Chapter 6. | 11 out of 21 students completed the test. Class average is 71% and the class median is 63%. Again, the students met and doing very well on this | Students were missing the deadline to complete the test. |
| 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 | 19 of 23, that is 83% of the students passed this assessment, and 4 out of 23, that is 17% of the students failed the assessment. The four who failed scored a very near passing score, from 60% to 69%. An opportunity to retest was offered with corrections so they could retest and earn a passing score, but ultimately these students were going for a C in the course and decided to just try to do better on the final exam (which the majority of these students ended up passing). 46 of 46 students attempted this assessment, 44 of 46 students passed (95.7%) | Next semester I will try to reach out immediately to try to get these students who fail the midterm to retest to earn a better score. I think the main reason they didn't want to do the remediation is due to the fact that the course is on a compressed schedule and they simple didn't have time, especially since there really is no break and we go straight on to another chapter after the midterm. I think they best thing I can do in future is try to reach out immediately, the same day they submit their midterm, to give them more opportunity to do a retake. I usually wait until I have all the midterm scores collected before I |
| | | | 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. Most student stay engaged through | 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. |

Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 70.6% of the time.

Exam 1: Of the 22 students, 19 students completed the assessment, 3 students did not complete the assessment, 17 or 89% students were successful with a "C" or higher, 2 or 11% of the students did not pass the assessment.

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 pass Exam 1.

The percentage dropped, partly because the last half of the course was a little rushed. I included one extra day of Chapter 1 content, and with the two Monday holidays in a 9-week class, I ran out of time and had to skip the final exam review day. This should not be an issue in the future, 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.

The data indicates that only 91% of the class passed Exam 1 and met SLO 1. There is room for improvement since not all students met SLO 1. Encouraging students to practice concepts in SLO 1 before Exam 1 is an

More time was spent on Chapter 1 content, including inequalities and absolute value.

I used quizzes every week after lecture to involve the student cooperation between classmates in the classroom. Also, I added problems that involve graphing of these skills in applications outside of the classroom.

There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.

Of the 44 students in CRN 40882 who took the exam, 41 achieved a score of C or higher. [93 %]
 Of the 51 students in CRN 40881 who took the exam, 42 achieved a score of C or higher. [82 %]
 The second class was a course taught first nine weeks.

The nine weeks sequence is proving to be helpful to students. I can do better at the early scheduling of topics in the course because I had to hurry at the end of the nine weeks course.

These percentages probably don't allow for much improvement but it is important that there aren't significant dips in successful completion. Math 55 is currently the prerequisite for the single digit transferable math courses.

These were probably essentially the same as the Fall 2016 data of 83% and 80% students achieving a score of C or higher.

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.

21 of 23, that is 91% of the students passed this assessment, and 2 out of 23, that is 9% of the students failed the assessment. In one case, this was due to the students not completing the work regularly throughout the whole semester. The same student also failed the midterm, along with 3 others, who all passed the final likely due to increased work efforts after the fact. The other student who failed seems to have been likely having someone else complete all unproctored work for him since his typical score is 100% on unproctored assignments, 0% for missed assignments and a very low failing score on the proctored final.

For next semester, my plan is to revise the course to include a proctored midterm exam, just like I did my first semester at BCC. I had only stopped offering this since I was unsure if it was okay to offer both. In the content of my evaluation seemed to imply that offering two proctored assessments was okay. I already reported the potential academic dishonesty to the dean, but I would really like to catch it earlier in the future. If I am able to catch it at the midterm, for instance, the student could still have time to

For the first student, I did make regular and consistent contact with her about her makeup work, and she did reply to me, but never actually improved her study habits enough to get an understanding of the material. For the second student, there was really no way for me to know he was likely having someone else complete his assignments, unless he had a proctored assignment earlier in the term.

46 of 46 students attempted this assessment, 41 of 46 students passed (89.1%)

A stronger visual presentation could be made to make this very visual lesson easier to understand. I think we should begin creating more customized visual contents in our online environment. Instead of simply solving problems, I would like to create some assignments that requires participation and presentation on the students' parts for them

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.

Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 72.2% of the time.

The extra time in the second half of the course will help these concepts be learned more effectively. The topic was taught during the class session right before the final exam, so the problem may have been more fresh in the students' minds. This could account for the

No changes were made from previous assessment.

Exam 2: Of the 22 students, 19 students completed the assessment, 3 students were dropped after the first census, and 19 or 100% 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 solving linear and rational equations. I plan to continue using cooperative learning where students can be placed in appropriate groups and are using several of representations to solve

I used quizzes every week after lecture to involve the student cooperation between classmates in the classroom and problems that involve graphing of these skills in applications outside of the classroom. Also, I included quadratic formula and other methods of solving quadratic equations.

In Exam 3 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. 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

There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.

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| | | Of the 42 students in CRN 40882 who took the exam, 37 achieved a score of C or higher. [88 %] | I still need to improve variety in the very long class meetings. | Those in the Fall 2016 nine weeks course achieved 78% at grade C or better. These numbers may not indicate a statistical difference, but students and counselors may be steering clear of the short course when appropriate. |
| | | Of the 46 students in CRN 40881 who took the exam, 42 achieved a score of C or higher. [91 %] | | |
| | | The nine weeks class (40881) seemed to do slightly better again on this SLO, but I don't know what a test of statistical significance would show. | | |
| | | I do believe that students with more confidence in their ability to complete the course probably opt for the nine weeks format. | | |
| 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. | 19 of 23, that is 83% of the students passed this assessment, and 4 out of 23, that is 17% of the students failed the assessment. The four who failed scored a very near passing score, from 60% to 69%. An opportunity to retest was offered with corrections so they could retest and earn a passing score, but ultimately these students were going for a C in the course and decided to just try to do better on the final exam (which the majority of these students ended up 46 of 46 students attempted this assessment, 41 of 46 students passed (89.1%) | Next semester I will try to reach out immediately to try to get these students who fail the midterm to retest to earn a better score. | Following up with students with low midterm scores more quickly after they take the exam. |
| | | | I believe we can expand students' learning by providing more visual contents, and demonstrate the concepts behind the formulas that the students are using. This | 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. |

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| <p>Data was collected from one appropriate problem on the final exam. The students demonstrated comprehension of the material 81.5% of the time.</p> | <p>Students did not have to approximate complex roots with their calculator this time, due to time constraints. They only needed to make and check fairly simple calculations and</p> | <p>No changes were made from previous assessment.</p> |
| <p>Exam 3: Of the 22 students, 19 students completed the assessment, 3 students were dropped after the first census, 17 or 89% students were successful with a "C" or higher, and 2 or 11% of the students did not pass the assessment.</p> | <p>In the future I plan to integrate technology into the curriculum when appropriate. I plan to implement new technology currently used to solve mathematical problems and encourage students to analyze and evaluate</p> | <p>I used quizzes every week after lecture and I spent more lecture time explaining step by step on problems for study guide to prepare students for tests. I used power point presentations to provide visual illustrations to evaluate mathematical problems and concepts. I added more technology in the classroom.</p> |
| <p>In the Final Exam 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 pass the Final Exam.</p> | <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</p> | <p>There were slight changes made from previous assessment. More free responds questions were added and less multiple choice questions were used as it has shown improvements.</p> |
| <p>Of the 45 students in CRN 40882 who took the exam, 38 achieved a score of C or higher. [84 %] Of the 38 students in CRN 40881 who took the exam, 42 achieved a score of C or higher. [84 %] Yes, I checked that they really were the same.</p> | <p>New placement methods should be very good for students.</p> | <p>The percent for the nine weeks class changed from 77% to 84%, but are still a little lower than for math 3.</p> |

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| MGMT SLO #1 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. | 60% of the student enrolled assessed at 70% or better. | Testing seems to be a problem with the class. I plan to utilize more creative ways to help the students learn the concepts. I will try some game techniques and study groups. | Since the last time this course was presented in fall of 2015, I made changes such as revising the syllabus, order of chapters covered, adding group activities. In 2015, I used the midterm to evaluate this SLO; this time I used a group project. Another change that I feel is worth mentioning is that this presentation of the course was the first time it was offered via satellite to Ft. Irwin. |
| | | Students were evaluated using a combination of weekly online discussions, essays in the form of a Research Papers, Case Study Analysis, 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 | Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated. | |
| SLO #2 | Critically assess the dynamics of strategic management and the process to include the four steps in decision making, elements of an organization and types of structures, leadership skills, and the effectiveness of communication techniques. | Since the last time this course was presented in fall of 2015, I made changes such as revising the syllabus, order of chapters covered, adding group activities. In 2015, I used the midterm to evaluate this SLO; this time I used a group project. Another change that I feel is worth mentioning is that this presentation of the course was the first time it was offered via satellite to Ft. Irwin. | I believe that the business plan project gave the students a better understanding of the skills needed for strategic planning, business structures, leadership, and effective communication. The results were very good. However, it was a challenge to do this project with the students at Fort Irwin because of their work schedules. I plan to try to find better ways to service these | Since the last time this course was presented in fall of 2015, I made changes such as revising the syllabus, order of chapters covered, adding group activities. In 2015, I used the midterm to evaluate this SLO; this time I used a group project. Another change that I feel is worth mentioning is that this presentation of the course was the first time it was offered via satellite to Ft. Irwin. |

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| 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. | 080% of the students enrolled in the course completed this assignment at 70% or higher. | I believe that the business plan project gave the students a better understanding of the skills needed for strategic planning, business structures, leadership, and effective communication. The results were very good. However, it was a challenge to do this project with the students at Fort Irwin because of their work schedules. I plan to try to find better ways to service these | Since the last time this course was presented in fall of 2015, I made changes such as revising the syllabus, order of chapters covered, adding group activities. In 2015, I used the midterm to evaluate this SLO; this time I used a group project. Another change that I feel is worth mentioning is that this presentation of the course was the first time it was offered via satellite to Ft. Irwin. |
| MGMT SLO #1 3 | 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 | Written paper – Human Resource Practices in a Global World. 21out of 21 students successfully completed this assignment with a B or better. | None . . . Outcomes were | None . . . |
| 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 | Written paper – Diversity in the Workplace. 21 out of 21 students successfully completed this assignment with a B or better. | None . . . objectives met. | None . . . objectives met. |

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| SLO #3 | Analyze employee pay systems including indirect compensation, benefit packages and the changing environment in which they operate today, as well as examine union representation in today's workforce, including the unionization process, union representation in today's workforce, including the unionization process, collective bargaining and | Written paper and Class Presentation: Establishing the Performance Management System. 21 out of 21 students successfully completed this assignment with a B or better. | None . . . objectives met. None . . . |
| MGMT SLO #1 5 | 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 | Some adjustments will be made in the classroom with regard to the assignments and content as the textbook has been updated. |
| MGMT SLO #1 7 | Analyze leadership values, attributes, skills and actions in the workplace environment. | 86% of the students enrolled in the course assessed at 70% or better in this SLO. The remaining 14% were below 70% because they did not take the midterm. | This cohort did extremely well in this class. I plan to monitor the current presentation to see if I get similar results next time. I would; however, like to find out why students didn't take the exam. The one thing I want to add is a project |
| SLO #2 | Interpret the three phases of the Leader Development program through observations, assessment and coaching model improve/sustain leadership performance. | 87% of the students enrolled in the course assessed at 70% or better on the SLO. The remaining 13% were below 70% because they did not take the quiz. | This cohort did extremely well in this class. I plan to monitor the current presentation to see if I get similar results next time. I would; however, like to find out why students didn't take the exam. The one thing I want to add is a project |

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| | SLO #3 | Articulate and demonstrate understanding of the role of the OC and their technical and professional duties. | 87% of the students enrolled in the course assessed at 70% or better on the SLO. The remaining 13% were below 70% because they did not take the quiz. | The data demonstrates that the students understand the concept I am asking them about, but I am not sure if what I am asking them is the correct question. Since I did not write this SLO, I am not sure what "OC" refers to. This abbreviation could stand for several things in business. It is my attention to revise this SLO through the | All quizzes and discussion questions were revised. |
| MUSI 12A | SLO #2 | Method: Play assigned repertoire with appropriate level of fluency. | 100% A | Divide the class into smaller groups at times. | More time was made for quizzes on the whiteboard for theory related to the specific method being played. |
| | SLO #3 | Theory - Understand basic theory appropriate to level. | 83% A; 17% B | Maybe recommend private tutoring for each student that cannot make it without | More whiteboard quizzes as a class |
| | SLO #3A (Frazee) | To have guest musicians to enrich the class so students will be inspired above the regular requirements of | All students, parents and other guests attentive and interactive with the guest musicians. | Have as many guest musicians as the schedule allows. | Invited more people in the community. Band room was FULL! |
| MUSI 12B | SLO #2 | Method: Play assigned repertoire with appropriate level of fluency. | 100% A | Continue to do the same | Have students keep together as a group |
| | SLO #3 | Theory - Understand basic theory appropriate to level | 100% A | Continue to do the same | Write out all scales-both sharps and flats |
| | SLO #4 | To have guest musicians or student performance to enrich the class so students will be inspired above the regular requirements of | All students very interested, attentive, and interactive with guest musicians. | More student performances or guest musicians | Include students for class performance |

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| MUSI 2 | <p>SLO #1 (Hoshari an) 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,</p> <p>SLO #2 (Hoshari an) Students will: 1) compare and contrast variations of a musical composition; 2) discuss melody, harmony and rhythm and 3) identify instruments, through an online discussion board.</p> <p>SLO #3 (Hoshari an) Through discussion, objective exam and written work, students will understand the value of music.</p> | <p>Most of the students submitted the written assignment and most of the 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,</p> <p>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.</p> <p>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</p> | <p>Those students who completed the assignments were successful. Therefore, I feel that this assignment will be used for my future courses.</p> <p>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.</p> <p>To continue to teach students these musical concepts in appreciating music.</p> |
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| MUSI 3 | SLO #1 | Analyze the historical and sociological effects of American music. | Project Summary | Feedback from the SLO committee asked how to reach out to the 24% who didn't pass the assignment. Great care is taken each semester in making the questions as clear as possible yet there is a certain amount of students who don't bother to read the instructions carefully enough or try to be as thorough as possible. HOWEVER, the following changes will be made the assignment: Point values will be changed for each question with some questions being worth more than others. This should help students understand the importance of what the assignment is really asking for. I noticed that some students got low points because they simply didn't bother to answer every question. The questions that need the most research will be worth more points so students will understand more fully that if they don't do the work, there will be serious impact on their grade. A word count will be given for the synopsis so that students understand the length I'm looking for. | 87% received a "C" or higher in the Fall of 2014 83% of students received a "C" or higher in the Spring of 2015 79% of students received a "C" or higher in the Fall of 2015 93% of students received a "C" or higher in the Spring of 2016 76% of students received a "C" or higher in the Fall of 2016 No changes were made to the assignment except to add a musical option. Although the number is lower than previous semesters (and the same as last semester), it's still a healthy number. A large majority of students passed the assignment with a "C" or higher. More care was taken in answering the questions than previously. |
| | | | 79% received an "A" (12 out of 42 students) | | |
| | | | 17% received a "B" (7 out of 42 students) | | |
| | | | 31% received a "C" (13 out of 42 students) | | |
| | | | 45% received a "B" or higher (19 out of 42 students) | | |
| | | | 76% received a "C" or higher (32 out of 42 students) | | |
| | | | The remaining 24% (10 students) received a "D" or lower due to not following instructions | | |

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| SLO #1A Students will attend a musical concert and write an essay about their experience. | All students attended a concert and turned in the assignment. With the skills learned in class, students are now able to analyze and appreciate and have a better understanding of music. | Those students who completed the assignments were successful. Therefore, I feel that this assignment will be used for my I will continue to use these discussion boards as a place for students to interact and analyze musical compositions and discuss the arts which will continually give them a deeper |
| SLO #2(2) Understand and explain the value of the arts. | The students participated in online discussions. This interaction between students developed their value of the arts. Each student had a unique answer to these questions after reading the assignments given. They seem to have developed a great understanding and an appreciation of the arts | |

There was a healthy discussion and students were able to answer my follow-up questions clearly as well, giving my question a lot of thought. They also responded to each other, giving acknowledgement to aspects they hadn't thought about before.

Sample Comments:

I agree with all the positive effects that art education has on the children. It does teach them teamwork, discipline. I played an instrument. Tried many different types of instruments until I found the one I truly liked. As I got older, I joined the marching band was a tall flag team member. I learned a lot from being part of all these wonderful extra activities. I understand that there has to be budget cuts in many schools, I just think it is sad we have to cut there. I am not really sure where the cuts should come from. All the programs that are in place in the school district are there because they are needed. I truly think there could be a way to keep all programs in place with proper fund raising, all year long. A way that funds could be carried over to the next year. To cut the budget in the art, is to shut down the creativity in our children. With creativity there is imagination. Imagination has to be kept alive so our children don't stop dreaming of what the future holds. You don't want to cut the after school programs in sports, or tutoring. Really the school programs are cut enough, there really is no room to cut. We nurture the children athletic wise, academic wise, you should also encourage them art wise as well. Who truly can say one is more important than the other.

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.

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| | SLO #3A | Students teacher discussion | Students learned not only lessons in music and arts but how to have a proper discussion. | None - I will continue these discussions. | |
| 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: 75% (1 out of 4 students) received a score of 3 out of 4 75% (3 out of 4 students) received a score of 2 out of 4 100% of students received a 2 and above</p> | 4/B/C/D: Work on expression and vowels will continue but more work on breath support is needed. | <p>This semester, vocal technique wasn't as much of a priority as I'd intended. Some of the music took longer to learn than expected and there was a rush to learn as much music as possible.</p> <p>4: The majority of these students received a 2 out of 4 but they're beginning students without any or much experience. Choir is a new thing for them. The three that received a 2 are very shy but I believe they will improve and come out of No changes were recommended</p> |
| | 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 (3 students measured out of 4 because one student didn't complete both evaluations)</p> <p>Balance: 67% saw improvement 33% had the same score for each 0% saw regression</p> <p>Blend: 67% saw improvement 33% had the same score for each 0% saw regression</p> <p>Diction: 33% saw improvement 67% had the same score for each 0% saw regression</p> <p>Phrasing & Expression:</p> | <p>4: Students, through their comments and scoring, showed varying opinions about how well the choir did in rehearsal vs. the performance. Students scored the aspects of the performance as either consistent or improved.</p> <p>The problem with this measurement is that students might be in a different frame of mind at the times they complete the assignment. Perhaps the comments regarding how the choir has changed throughout the semester would be a better</p> | |

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| SLO #3 | Through self-evaluation, demonstrate knowledge of the diversity of musical styles of different historical and cultural origins. | Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir. | ?need to speak more about the language, origin, genre, era, etc. of each song as I'm teaching them. Sometimes I think they don't hear what it is until the concert when tell the audience. ?The form needs to be reconfigured so that they are listing each aspect next to each song through grids (with the measurement simply listing if each was named or not). As follows: [Song title]@language@country of | The last measurement stated "Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used." This was done and more types were written down so it made the measurement a little more successful. |
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| MUSI 4B | SLO #1 Demonstrate improved elements of proper vocal technique (breathing, posture, vertical alignment). | Singers were assessed through a rubric (with archival video) based on their performance chosen songs. The rubric was on Vocal Technique. 4B: ?25% (1 out of 4 students) received a score of 3.5 out of 4 ?25% (3 out of 4 students) received a score of 3 out of 4 ?50% (2 out of 4) improved in their score from MUSI 4 ?50% (2 out of 4) had their score stay the same | 4/B/C/D: Work on expression and vowels will continue but more work on breath support is needed. | 4/B/C/D: The last measurement said: "Work on expression and vowels will continue but more work on breath support is needed." This semester, vocal technique wasn't as much of a priority as I'd intended. Some of the music took longer to learn than expected and there was a rush to learn as much music as possible. 4B: These students either stayed consistent or had their score go up. Their continued work in the class (and sometimes work outside of the |
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| <p>SLO #2 Demonstrate improved knowledge of choral technique (balance, diction, dynamics).</p> | <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>4B: Like the fall of 16, most of the 4B students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. More discussion in class is needed to fully explain what I'm asking.</p> | <p>No changes were recommended.</p> |
| | <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> | | |
| | <p>4B - Intermediate</p> | | |
| | <p>KT learned how to sing louder.</p> | | |
| | <p>Laura sang the National Anthem at the National Day of Prayer. I knew when to slow down, when to be softer, and when to be loud.</p> | | |
| | <p>Harley last semester helped me be a better section leader as a whole. With this I was able to work with my section a lot easier as far as dynamics go. I was definitely able to predict dynamics, especially in "Sisi."</p> | | |
| | <p>Deja last year showed me how to control my voice more and how to sing</p> | | |

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| SLO #3 | Demonstrate improved knowledge of the diversity of musical styles of different historical and cultural origins. | Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir. | 4/B/C/D: ?need to speak more about the language, origin, genre, era, etc. of each song as I'm teaching until the concert when tell the audience. ?The form needs to be reconfigured so that they are listing each aspect next to each song through grids (with the measurement simply listing if each was named or not). As follows: [Song title] Language Country of | 4/B/C/D: The last measurement stated "Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used." This was done and more types were written down so it made the measurement a little more successful. |
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| MUSI 4C | SLO #1 Demonstrate 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. 4C: ?20% (1 out of 5 students) received a score of 4 out of 4 ?60% (3 out of 5 students) received a score of 3 out of 4 ?20% (1 out of 5 students) received a score of 2 out of 4 ?40% (2 out of 5) improved in their score from 4B ?60% (3 out of 5) had their score stay the same | 4/B/C/D: Work on expression and vowels will continue but more work on breath support is needed. | 4/B/C/D: The last measurement said: "Work on expression and vowels will continue but more work on breath support is needed." This semester, vocal technique wasn't as much of a priority as I'd intended. Some of the music took longer to learn than expected and there was a rush to learn as much music as possible. 4C: Those singers with higher scores have been consistent or improved. The one student who scored a 2 is shy and not very responsive and although she's a good student, she doesn't seem to allow herself to come out of her shell enough. Her score is due to |
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| <p>SLO #2 Demonstrate advanced knowledge of choral technique (balance, diction, dynamics).</p> | <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>4C: 3 out of 5 of the students didn't seem to understand the question although they did express that they know they've improved in reading music since taking the beginning class. More discussion in class is needed to fully explain what I'm asking.</p> | <p>No changes were recommended.</p> |
| | <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> | | |
| | <p>4C - Advanced</p> | | |
| | <p>Andrew: Being able to more accurately anticipate dynamics comes from knowing the director. Since being in chair, I have learned Ms. Ross' style of directing. Dynamics also change pretty reliably with the accompaniment.</p> | | |
| | <p>Kolton: Well, you have taught me a little with vocal range and a lot with stage presence.</p> | | |
| | <p>Page: I think it has made my voice bearable to actually listen to. I've also/with all of the exercises have gotten to hit the high pitches in which I couldn't before.</p> | | |
| | <p>Avery: I have been able to understand what dynamics should be given to which parts (whether verse sounds better sung in piano or forte).</p> | | |

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| SLO #3 | Demonstrate advanced knowledge of the diversity of musical styles of different historical and cultural origins. | Students were asked to list the languages, ethnicities, genres, and musical eras they'd experienced during their semester and previous semesters in College Choir. | 4/B/C/D: ?need to speak more about the language, origin, genre, era, etc. of each song as I'm teaching until the concert when tell the audience. ?The form needs to be reconfigured so that they are listing each aspect next to each song through grids (with the measurement simply listing if each was named or not). As follows: [Song title] Language Country of Origin Race/Ethnicity Genre Era | 4/B/C/D: The last measurement stated "Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used." This was done and more types were written down so it made the measurement a little more successful. |
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| 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. | 4/B/C/D: Work on expression and vowels will continue but more work on breath support is needed. | 4/B/C/D: The last measurement said: "Work on expression and vowels will continue but more work on breath support is needed." This semester, vocal technique wasn't as much of a priority as I'd intended. Some of the music took longer to learn than expected and there was a rush to learn as much music as possible. |
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4D: This student has been consistent for the last 3 semesters after going from a 1.5 to a 3. She has some challenges but has great enthusiasm and has grown. However, in this

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| SLO #2 Demonstrate highly advanced knowledge of choral technique (balance, diction, dynamics). | Evaluation forms of the rehearsal video and the performance video for comparison. A rubric is on the first page and comments are on the second page. | 4D: The student basically understood what I was asking. She did address it but it wasn't very clear. She has certain challenges and may not have understood or articulated that well. | No changes were recommended. |
| | 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. | More discussion in class is needed to fully explain what I'm asking. | |
| | Comments are as follows: 4D - Masters Stephanie: My previous experience helped me read music better as learning the piano and learning music theory in choir and doing different concerts helped me to anticipate if it's | | |
| 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 semesters in College Choir. | 4/B/C/D: I need to speak more about the language, origin, genre, era, etc. of each song as I'm teaching until the concert when tell the audience. | 4/B/C/D: The last measurement stated "Students were still confused about genres, eras, etc. Next time, a list will be created so as they look at the list of songs, they can double-check with the list. The lists will be specific. For example, naming the era with the dates. Understanding race vs. ethnicity is too much so one general list of both will be used." |
| | 4D: Languages – German, Spanish, Korean, Swahili Country of Origin – Germany, Kenya, Spain, Korea Races or Ethnicities – African, Hispanic, African American Genres – Madrigal, Country, Folk, Lullaby, Gospel, Spiritual, Anthem, Chant, Pop, [Comedy] Musical Eras – Modern, Classical | The form needs to be reconfigured so that they are listing each aspect next to each song through grids (with the measurement simply listing if each was named or not). As follows: [Song title] Language Country of Origin Race/Ethnicity | This was done and more types were written down so it made the measurement a little more successful. |
| | Students in 4B/C/D were able to name additional languages, ethnicities, genres, and eras of music they'd | | |

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| MUSI 6A | SLO #1A (Moreno) | student should be knowledgeable about the physical characteristics of playing their instrument which a quality sound and throughout the range of their instrument | Through individual and small group playing it was confirmed that a majority of students were able to play with a good characteristic tone on their instruments. This included a tone quality that was not airy or distorted. | In order to continue improving upon overall tone quality it is imperative that all students show up to all classes. This was an issue throughout the | A more thorough explanation of the physical characteristics of playing. |
| | SLO #2A (Moreno) | Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be | In terms of SLO #2 most students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument. | To continue working on student tuning through a series of exercises including playing chorales and tuning exercises. Also, putting more of an emphasis on articulation and style. | A few students switched instruments in order to have a more balanced ensemble sound so they're technical facility was not as good as it should have been. |
| | SLO #3A (Moreno) | Students should be able to interpret music notation including dynamics, tempo, style, articulation, note length, and notation. | The interpretation of music notation has gotten much better this year, with a higher quality of being able to read music at a higher level. Most of the students were able to easily sight read grade 2 music and most of our music this year being grade 2 | IA higher level of musicality should be expected by the ensemble including picking a variety of music from different genres. | Higher expectations were placed on music reading and playing. |
| MUSI 6C | SLO #1A (Moreno) | Students should be knowledgeable about the physical characteristics of playing their instrument which a quality sound and throughout the range of their instrument | Through individual and small group playing it was confirmed that a majority of students were able to play with a good characteristic tone on their instruments. This included a tone quality that was not airy or distorted. | In order to continue improving upon overall tone quality it is imperative that all students show up to all classes. This was an issue throughout the | A more thorough explanation of the physical characteristics of playing. |
| | SLO #2A (Moreno) | Students should be technically proficient on their instrument including being able to distinguish between various articulations and attacks as well as playing in the correct style depending on the various songs we play. Students should also be | In terms of SLO #2 most students were able to play with an acceptable tone quality and a majority of students were able to play with a superior tone quality on their chosen instrument. | To continue working on student tuning through a series of exercises including playing chorales and tuning exercises. Also, putting more of an emphasis on articulation and style. | A few students switched instruments in order to have a more balanced ensemble sound so they're technical facility was not as good as it should have been. |

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| | SLO #3A (Moreno) | Students should be able to interpret music notation including dynamics, tempo, style, articulation, note length, and notation. | The interpretation of music notation has gotten much better this year, with a higher quality of being able to read music at a higher level. Most of the students were able to easily sight read grade 2 music and most of our music this year being grade 2. | IA higher level of musicality should be expected by the ensemble including picking a variety of music from different genres. | Higher expectations were placed on music reading and playing. |
| OCEA 1 | SLO #1 | Students will be able to demonstrate, orally and in written form, understanding of the processes of science, the scientific method, and the relationship between scientific research and established knowledge. | SLO #1 had a mean of 65% based upon the results of the Final Exam. This was somewhat less than the previous semester that the course was taught (Spring 2016). Only 3 out of 13 students successfully passed this SLO. | A New and more comprehensive Textbook will be utilized for this course. 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, once again, the instructor will offer to individually tutor students either on a one-to-one basis or in groups | Individual Questions on the exams 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 added or 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. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course. |

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| SLO #2 | Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams. | SLO #2 had a mean of 65% based upon the results of the Final Exam. This was somewhat less than the previous semester that the course was taught (Spring 2016). Only 3 out of 13 students successfully passed this SLO. | A New and more comprehensive Textbook will be utilized for this course. 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, once again, the instructor will offer to individually tutor students either on a one- | Individual Questions on the exams 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 added or 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. A longer and more comprehensive In-Class Review Session was conducted before each of the exams in the course |
| SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems. | SLO #3 had a mean of 80% based on one Research Project. This was a notable decrease from the last semester that the course was taught (Spring 2016). However, 11 out of 13 students successfully passed this SLO. | A New and more Comprehensive Textbook will be utilized for this course. Students will be given the Research Project Assignment at a much earlier time in the semester. More in-class time will be devoted to the Project. The instructor will take ONE FULL CLASS period to discuss the parameters of the project, and display representative samples created by | 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 shown to current students so that they could have a better idea of how to successfully complete this aspect of the Research Project. The Grading Rubric implemented last time the course was taught was successfully utilized in this semester as well. |

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| ORIE 1 SLO #1 | Recognize and apply different academic strategies and appropriate knowledge academic policies and procedures to improve their student and study skills. | CRN 40754 (19 of 21 students C or better) 83% CRN 40752 (24 of 26 students C or better) 84% CRN 40753 (20 of 27 students C or better) 78% CRN 40751 (27 of 34 students C or better) 79% | Students scoring below 70% will be referred to counselors and ACCESS. | No changes made: previous results 83%, 89%, 79%, 81% |
| | | 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 . . . the above listed change in delivery netted a great SLO outcome . . . | Spent 2hrs during the 2nd class meeting going over APA writing format, conducted a walking tour of the BCC (entire) campus, LRC and provided students and example of a completed assignment. |
| SLO #2 | Recognize and apply different self-awareness activities to identify goals, interests, skills, values and lifestyles, and to make sound educational and career choices. | CRN 40754 (20 of 21 students completed all assignments) 91% CRN 40752 (19 of 26 students completed all assignments) 85% CRN 40753 (23 of 27 students completed all assignments) 88% CRN 40751 (28 of 34 students completed all assignments) 88% | Next semester assignments more than 2 weeks late will not be accepted. Late assignments still penalized 20%. | No changes made: previous results 78%, 82%, 88%, 72% |
| 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 21students completed this assignment and all earned a B or better | None | None |
| SLO #3 | Demonstrate understanding of time and stress management, learning styles, study techniques, and effective interpersonal communication skills, to improve student | CRN 40754 (20 of 21 students C or better) 88% CRN 40752 (26 of 26 students C or better) 89% CRN 40753 (27 of 27 students C or better) 96% CRN 40751 (31 of 34 students C or better) 91% | Students will be dropped after 5 absences. | No changes made: previous results 90%, 89%, 91%, 84% |

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| | | | 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. | None | None |
| PEAC 11 | SLO #1 | Develop basic skills; learn and describe the rules of the game. | SLO 1 was based on a multiple choice exam covering the basic rules of volleyball. 10 students passed the test with 98% or better. Average score was 24.5/25. No question was missed by more than 50% of students. High rate attributed to thorough instructional handouts and lecture prior to quiz. | Based on student scores, no changes appear to be needed at this time. | Individual Questions <50% were analyzed and changes made to improve those areas. No significant changes are necessary at this time. |
| | SLO #2 | Develop basic skills: Be able to perform the basic skills of underhand and overhand passing, service, attacking and blocking. | SLO 2 includes a pre- and post-test of basic volleyball motor skills (passing/serving/setting/volleying. Students' improvement from course instruction can be measured by looking at the difference between scores. On average, students improved skills by 20% from the pre- to post-test on the four skill tests (passing/20%.serving/16%, setting/18%, and volleying/25%). | Setting showed the least amount of improvement. Therefore I will implement more passing drills for each class session. | Areas where >25% of the class showed little or no improvement were analyzed and changes will be made to improve those areas. Setting showed the least amount of improvement with a 18% increase. This may have been attributed to having some non-beginners in the class. They score very high on the pre-test and the post-test and therefore may have skewed the improvement of the actually beginners. This may have also been the reason for the lower improvement in the other three areas compared to the previous session (35% overall improvement). 1 |
| | SLO #3 | Develop and utilize basic offense and defensive systems of play. | SLO 3 was based on a multiple choice exam covering the basic skills of volleyball. 10/110students passed the test with 98% or better. Average score was 24.5/25. No question was missed by more than 50% of students. High rate attributed to thorough instructional handouts and emphasis of | Other than the changes for defensive strategy, no other changes are needed at this time. | 30% of students missed question 25 (10% improvement over last session) about defensive strategy. Discussion and demonstrations will continue to emphasize defensive strategy. |

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| PEAC 13 | SLO #1 (Olegari o- Lealofi)) | Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness. | Final Grades: 89% (n=24) earned a grade of C or higher 11% (n=3) earned a grade of D or F | The students did very well in achieving the course's student learning outcomes. I currently do not have any major changes for the next | There were no changes. |
| | SLO #2 (Olegari o- Lealofi) | Assess fitness level in order to design a fitness walking/jogging program that meets the student's needs | 100% (n=21) earned a grade of C or higher. Six students did not submit the assignment. | The students did very well in achieving the course's student learning outcomes. I currently do not have any major changes for the next | There were no changes. |
| | SLO #3 (Olegari o- Lealofi) | Evaluate their fitness walking/jogging program and distinguish whether the workout supports the student's stated goals. | 100% (n=21) earned a grade of C or higher Six students did not submit the assignment. | The students did very well in achieving the course's student learning outcomes. I currently do not have any major changes for the next | There were no changes. |
| PEAC 16 | SLO #1 (1) | Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness. | All 19 students reached the goal (100%) | Not really | Same |
| | SLO #2 (2) | Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance. | 100% successfully met this SLO | Same | Same |
| | SLO #3 (3) | Apply knowledge and ability with respect to the tools necessary to achieve improved body | 100% successfully met this SLO | Same | Same |
| 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 | There ARE 7 physical disabled student in this adaptive PE class, all of them reached their goal | Not really | Same as last semester |
| | SLO #2 | Acquire improved strength, endurance, range of motion, body composition and cardiovascular | 100% of the students made it | Nothing | As same as last semester |

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| | SLO #3 (3) | Assess own strength and flexibility in relation to accepted norms and develop own fitness plan | All the students reach this goal | Nothing | Same |
| PEAC 20 | SLO #1 | The students will be able to understand and perform Tai Ji Form | 100% students reached the goal | The only reason this class has a small size was that the instruction did not list it on the spring schedule till the last week of the year Nothing | Same as last semester |
| | SLO #2 | Identify and describe each movement | 100% of the students could identify and describe each movement correctly | | The successful rate is as same as last semester (100%) |
| | SLO #3 | Students will be able to perform as a group (taping down for record) | 100% of students were performing well | This is not the first time of the mistake from the instruction office, they even schedule 2 of my different classes at the same time block and I have to give one of the class away. Instead of overloading teaching and now I am 1.35 hours of under load. I will have to teach more to make it up in the next spring semester. Penny made unprofessional mistake but I got punished. She should be out of that " " " " " " | The class size is smaller than last semester (only 3 students) due to the instruction office forgot to post it on the fall schedule. (It was added in the first week of the school and that was really too late) |
| PEAC 21 | SLO #1 | The students will be able to understand and perform 3 components of breathing meditation: preparing body relaxation, adjusting breaking style, and conducting Qi meditating | All of the students passed the class (100%) | Little better | Last fall, the passing rate was 92% |
| | 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 very positive | Nothing on Word Doc | Students performing better (last semester was 92%) |

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| | SLO #3A | The students will be able to perform at least 8 advanced breathing meditation skills | All of students performing well | Still the same problem, there would be always very few students (2) missing the class or having poor attendance (but the instructor has no way to know what was the reason) | Last semester, the passing rate is 92% |
| PEAC 29 | SLO #1 | Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness. | 7/12 or 58% of the students successfully completed this overarching assignments with a "C" or higher; and 5/12 or 42% did not show proficiency for this SLO. There were 4 students auditing these courses. The sample size was low, so I am not too alarmed. All of the 8 students made it | Again, the sample size is too small to become overly concerned with only 12 students. I had a few students for various reasons just stop showing up and Same | No changes made from previous course assessments were made. |
| | SLO #2 | Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance. | 100% of students met the goal | Nothing | Same as last semester Same |
| | SLO #3 | Apply knowledge and ability with respect to the tools necessary to achieve improved body | 100% reached the goal | Nothing | Same |
| | | | 7/12 or 58% of the students successfully completed this overarching assignments with a "C" or higher and only 5/12 or 42% did not show proficiency for this SLO. There were 4 students auditing these courses this term. Essentially those that did not complete the assignments in a | Again, the sample size is too small to draw any major conclusions. I will continue to monitor the course as I do all my courses semester by semester. I do not plan to make any changes as | No changes made from previous course assessments were made. I will continue to do my best to try to maintain a higher rate of student achievement. |
| | | | 7/12 or 58% of the students successfully completed this overarching assignments with a "C" or higher and only 7/12 or 42% did not show proficiency for this SLO. There were 4 students auditing these courses this term. Essentially those that did not complete the assignments in a | Once again, the sample size was very small to draw any major conclusions. I have had very high proficiency in the past concerning this SLO, so no changes to be made at this time. | No changes made from previous course assessments were made. I will continue to do my best to try to maintain the high rate of student achievement. |

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| PEAC 3 | SLO #1 Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness. | 8/10 or 80% of the students successfully completed this overarching assignments with a "C" or higher. 2/10 or 20% of the students failed to turn in the assignment and 3 additional students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance. | Overall, student success in meeting this goal was high and I will continue to reinforce being cognizant and recording of heart rate pre-post test; as well as giving them a wider variety of activities in and out of the class. The new Fitness and Wellness Center has helped me better serve our students and has been pedagogically an advantage for me as the instructor. I can already | There was no change from last semester regarding proficiency for this SLO; although it is important to note that the sample size is quite small. The audits for this course were less and that was a contributing factor in the overall success of this SLO; whereas I was able to spend more time emphasizing the importance of these assignments that measure this SLO. No changes made from previous course assessments were made. |
| | SLO #2 Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance. | 8/10 or 80% of the students successfully completed this overarching assignments with a "C" or higher. 2/10 or 20% of the students failed to turn in the assignment and 3 students were auditing the class and this assignment was non-gradable or optional. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their | 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 | There was no change is student proficiency regarding this SLO; 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. |

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| SLO #3 | Apply knowledge and ability with respect to the tools necessary to achieve improved body composition. | 7/10 or 70% of the students successfully completed this overarching assignments with a "C" or higher. 3/10 or 30% 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. | 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 | There was a slight decrease in student proficiency regarding this SLO down; while this is a small sample size. % Body Composition Measurements went down on average of 4% per student; which I was pleased with. |
| PEAC 30 | SLO #1 Distinguish an objective and write goals that will direct the student towards achievement of that objective. | 33/33 or 100% of the students completed the aggregation of these written assignments with a "C" or greater demonstrating satisfactory proficiency of this SLO. 0/33 or 0% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the 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 I will continue to remind students to submit their assignments by the due dates in the Instructor's Posting Area as well as individual emails to the students who consistently submit their assignments after the due dates or are not | The number one factor that contributed to a 100% successful completion regarding this SLO was maintaining a very high retention rate of 95% slightly higher just as last semester. Pedagogically, I was clear on my directives regarding these written assignments and provided congruent feedback. No changes were made. |

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| SLO #2 Design and maintain a weekly activity log. | 32/33 or 97% of the students completed the aggregation of these assignments (Discussion Board/Weekly Activity Logs) postings with a "C" or greater demonstrating satisfactory proficiency of this SLO. 1/33 or 3% 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 97% successful completion regarding this SLO was maintaining a very high retention rate of 95% up just as last semester. I had an 11% increase this semester in proficiency 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 |
| | 79% (n=27)- Students who earned a C grade or higher 21% (n=7)- 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 | No changes were made. |
| SLO #3 Express an understanding of relevant fitness, wellness, and health issues. | 31/33 or 94% of the students completed the aggregation of these assignments (Discussion Board and Weekly Quizzes) postings with a "C" or greater demonstrating satisfactory proficiency of this SLO. 2/33 or 6% of the students did not complete or demonstrate satisfactory levels in regards to this SLO. | Just continuing to evaluate myself both formative and summative to ensure that my pedagogical practices remain flexible to best meet the needs of future courses I teach. | 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 81% successful completion rate and this semester I had an 94%; therefore it was up from last semester. I will continue to implement even stronger engagement with the Discussion Boards and try to identify those students earlier who are following behind. I am always striving for 100% |

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| | | <p>Quizzes: 85% (n=29)- Students who earned a C grade or higher 15% (n=5)- Students who earned a D/F grade</p> <p>Discussions: 74% (n=25)- Students who earned a C grade or higher 26% (n=9)- Students who earned a D/F grade</p> <p>Final Grades: 82% (n=28)- Students who earned a C grade or higher 18% (n=6)- Students who earned a D/F grade</p> | <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</p> | <p>No changes were made.</p> |
| PEAC 4 | SLO #1 Demonstrate knowledge and ability with respect to the tools necessary to achieve improved cardiovascular fitness. | <p>18 students took the test , 2 students received D, the rest of students passed</p> <p>23/27 or 85% of the students successfully completed this overarching assignments with a "C" or higher. 4/27 or 15% 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.</p> | <p>Try to make all the students reach the goal</p> <p>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</p> | <p>Last semester, there were total of 19 students passed (95%), only 1 (5%) failed.</p> <p>There was a slight decrease in student success regarding this SLO up 2%, still high. 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> |

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| SLO #2 | Employ knowledge and ability with respect to the tools necessary to achieve improved muscular strength and endurance. | 17 students doing well but 2 students received D | It is not significant | Last semester, one student received the F |
| | | 23/27 or 85% of the students successfully completed this overarching assignments with a "C" or higher. 4/27 or 15% of the students failed to turn in the assignment and no students were auditing the class. Essentially those that did not complete the assignments in a satisfactory manner were not consistent with their attendance. | The student demonstrations (pre-test and post-test) revealed a satisfactory gain regarding this SLO. The one course that started the last 9 weeks and only ran half-term it was more difficult to measure strength gains in a shorter period of time as compared to the full-term 18 weeks sections. Most of these students in PEAC 4 trained with free-weights, but this class is diverse in that some students are beginners, some intermediate, and some advanced; which makes analyzing improvement more difficult within the three tiers. I also found some differences when I examined what students were recording in their fitness journals. Therefore, I need to | There was a slight decrease in student success regarding this SLO down 5% from last term. 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. |
| SLO #3 | Apply knowledge and ability with respect to the tools necessary to achieve improved body composition | 16 students doing well, 2 received D | Try to help all the students reach the goal | If D is considered as fail, then it was worse than last semester |

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| | | 22/27 or 81% of the students successfully completed this overarching assignments with a "C" or higher. 5/27 or 19% 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 | I did not make any significant changes to how I measured this SLO, except for when I assessed. However, I feel the intrinsic motivation of the students' were increased significantly with the new facility resulting in maintaining high proficiency | There was a slight decrease in student success regarding this SLO from the past term. I believe high retention rates this term resulted in high levels of proficiency; most likely due to our new Wellness Center; which was to be expected. No changes made from previous course assessments were made. |
| PELC 1 SLO #1 | Identify a philosophy as a framework for the student's involvement in sport. | 24/33 or 73% of the students successfully completed this overarching assignment with a "C" or higher proficiency. 9/33 students or 27% failed to complete the assignment or turned it in incomplete. | Pedagogically, I do not know how much I can change 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 | The assessment rubric was exactly the same. This term student achievement decreased 2% from last term when measuring the passing and demonstration of this SLO. The maintenance in student success regarding this SLO may be slightly attributed to the increase with student engagement via e-mail regarding this particular assignment |
| SLO #3 | Explain the Education, Acquisition, and Practice phases for all of the psychological skills. | 28/33 or 85% of the students successfully completed these assignments with a "C" or higher in proficiency. 5/33 students or 15% 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 did a better job to make concerted efforts to communicate with those students that were struggling early in the course and give them the proper feedback and | Student achievement increased slightly 1% from last term when measuring the passing and demonstration of proficiency with this SLO through the various assessment measurements. I will continue to monitor this SLO for future semesters. |

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| SLO #4 | Understand how to design and implement a Psychological Skills Training program for participants. | 24/33 or 73% of the students successfully completed this overarching assignment with a "C" or higher in proficiency. 9/33 students or 27% failed to complete the assignment or turned it in incomplete. | Pedagogically, I do not know how much I can change these particular assignments to measure this SLO as it is designed for this online class. I feel like I can initiate and increase communication via e-mail with those students that are showing a lack of effort; however this is an assignment that is due at the very end of the course. Perhaps emphasizing on the instructor postings section the importance of completing this project more often especially towards the end of term will help | The assessment rubric was exactly the same from the following term. This term the results were down a bit from last term when measuring the passing and demonstration of this SLO through scoring each student's PST Projects, proficiency down 8%. The overall success in measuring this SLO is full completion of the PST project. |
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| PHIL 5 | SLO #1 | Communication/Qualitative (1) | I had an 80% pass ratio |
| | SLO #2 | Essay Exams (1) | I had an 80% pass ratio |

I had an 80% pass ratio.

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| PHIL 6 | SLO #1 | Demonstrate understanding of the significant influence that the Bible has had upon ethical, religious, and cultural issues. | 100% of the students completed the course. The final grades for the students in this course were 13, A's, 2, B's, and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion | 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 16, A's, 2, B's, and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion | 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 Identify and explain historical settings and influence in the creation and understanding on various biblical books and themes.

100% of the students completed the course. The final grades for the students in this course were 4, A's, 2, B's, and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion

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

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

100% of the students completed the course. The final grades for the students in this course were 13, A's, 2, B's and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were

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 16, A's, 2, B's and 3, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were

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 4, A's, 2, B's and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board questions and were

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.

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| SLO #3 | Compare and contrast the Old and New Testaments as well as different specific books in the Bible. | 100% of the students completed the course. The final grades for the students in this course were 13, A's, 2, B's and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were | 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 16, A's, 2, B's and 3, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were | 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 4, A's, 2, B's and 2, C's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries and were | 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 |

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| PHOT 1C | SLO #1 Student will be able to demonstrate practical image capture and editing skills in digital photography. | Spring 2017 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. |
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The photographs and discussions in this course are the key to see how the students are grasping the information and a way form them to communicate with other students. I enjoyed

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| | SLO #2 | Using digital cameras, student will be able to produce level appropriate photographic images that demonstrate knowledge of design elements (light, color, and composition). | Spring 2017- 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 |
| | SLO #3 | Control a digital camera in the different program settings (shutter pretty, aperture priority and manual mode). | Spring 2017- 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 | |
| PHOT 2A | SLO #1 (Lytle) | Defines digital photography terminology and identifies advanced level image editing software features and their proper use | Spring 2017 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 |
| | SLO #2 (Lytle) | Creates photo-based artwork that demonstrates proficiency in the advanced level digital photography techniques covered in course materials. | Spring 2017- Photographic projects - 100% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 0% stopped coming to class or failed to submit the assignments. | The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with |

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| | SLO #3 (Lytle) | Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style | Spring 2017- 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 |
| PHOT 2B | SLO #1 (Lytle) | Identify various studio lighting equipment together with their specific use and purpose | Spring 2017- 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 |
| | 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 2017- Photographic projects - 100% were successful completing this with a "B" or better | The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with |
| | SLO #3 | Student will demonstrate understanding of esthetic and philosophical attitudes, individual photographic vision, and a personal style. | Fall 2015- Students turned in photographs and responded to the discussion on photographic techniques on a weekly basis. This made it very easy to see how much they were learning.. | I think this course went very smoothly and the students applied themselves in this course reaped the benefit and you are able to tell by their final photo book. The only thing that I would like to emphasize to the students is how important the final is to |

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| PHOT 2C | SLO #1 (Lytle) | Defines digital photography terminology and identifies intermediate level image editing software features and their proper use. | Spring 2017- 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 |
| | SLO #2 (Lytle) | Creates photo-based artwork that demonstrates proficiency in the intermediate level digital photography techniques covered in course materials. | Spring 2017- Photographic projects - 100% were successful completing this with a "B" or better, 0 % failed to follow the guidelines/rubric and 0% stopped coming to class or failed to submit the assignments. | The Photographic projects were a great way to see how much the students had learned in this course. It was great to see the students use different types of camera, lenses and lighting for their projects. Then edit the photograph with |
| | SLO #3 (Lytle) | Set the cameras white balance for different conduction of indoor and outdoor photography. | Spring 2017- 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 | |

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| PHSC 2 | <p>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.</p> | <p>SLO #1 had a mean of 63% based upon the results of the Final Exam. This was a slight decrease in overall student achievement with respect to this SLO over the previous semester. Only 5 out of 25 students successfully passed this SLO.</p> | <p>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 still cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. A major in-class Review</p> | <p>Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be successfully located and/or approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours. Although this assistance proved invaluable for some of the students, there is still a pressing need for a Student Tutor in the course. Students were also given quizzes, in the form of Crosswords, in order to further aid in understanding the important vocabulary terms in the textbook. This aided the students</p> <p>Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be successfully located and/or approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours. Although this assistance proved invaluable for some of the students, there is still a pressing need for a Student Tutor in the course. Students were also given quizzes, in the form of Crosswords, in order to further aid in understanding the important vocabulary terms in</p> |
| SLO #2 | <p>Students will be able to demonstrate both content knowledge and test taking skills when completing essay and objective exams.</p> | <p>SLO #2 had a mean of 63% based upon the results of the Final Exam. This was a slight decrease in overall student achievement with respect to this SLO over the previous semester. Only 5 out of 25 students successfully passed this SLO.</p> | <p>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 still cannot be located and/or approved by Tutorial Services in order to assist students with the class, the instructor will continue to offer to individually tutor students either on a one-to-one basis or in groups during his office hours. A</p> | <p>Individual questions on the exams where less than 50% of the students scored correct were analyzed and changes were made to improve those questions and/or areas of instruction. A Student Tutor could not be successfully located and/or approved by Tutorial Services in order to assist students with the class. Subsequently, the instructor offered to individually tutor students either on a one-to-one basis or in groups during his office hours. Although this assistance proved invaluable for some of the students, there is still a pressing need for a Student Tutor in the course. Students were also given quizzes, in the form of Crosswords, in order to further aid in understanding the important vocabulary terms in</p> |

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| SLO #3 | Evaluate scientific data, draw reasonable conclusions, recognize the ethical implications of these conclusions, and apply these conclusions to personal, community, or scientific problems. | SLO #3 had a mean of 83% based on one Research Project. These results were on par with the previous semester, and the average score on the Research project is indicating high student achievement on this SLO. 25 out of 25 of the students successfully passed this SLO! | The Peer-Evaluation and Self-Evaluation components of the Research Project will continue as these changes proved to be one of the most valuable improvements ever in pedagogy for this course. Library Tutorials will continue as per the previous semester. | The Implementation of the Peer-Evaluation and Self-Evaluation components of the Research Project have proved to be one of the most valuable improvements ever in pedagogy for this course. Students are now playing a much more important role in the project, and active participation amongst ALL of the members of each group rose decisively and dramatically. |
| POLI 1 SLO #1 | Identify and describe the structure of political issues and political relationships. | 18/39= A; 9/39 = B; 2/39 = C; 1/39 =D; 9/39 = F (8 no submissions) Students who participated had a strong understanding of the relationship in politics and the structures required to solve political issues. | Students will be given the Research Project Assignment at a much earlier time in the semester. More in-class time will be devoted to the Project. The instructor will devote ONE FULL CLASS period to discussing the parameters of the project and to display representative samples 1. Have already created a new, detailed rubric for introduction in the Fall for both online and live. 2. It is important to keep the assignments that ensure students stay on task. I may introduce either an outline or rough draft assignment | Library Tutorials continued with the addition of an actual exercise for the students to complete as part of the tutorial experience. This also seemed to promote good student learning for this outcome. No changes since last assessment. Have kept the additional assignments. |

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| <p>9/27= A; 4/27 = B; 1/27 = C; 1/27 =D; 12/27 = F (no submission)</p> <p>Students who participated had a strong understanding of the relationship in politics and the structures required to solve political issues.</p> | <ol style="list-style-type: none"> 1. Have already created a new, detailed rubric for introduction in the Fall. 2. It is important to keep the assignments that ensure students stay on task. 3. Way too many no submission fails. This particular class was one of my worst classes in that regard (turning work in). Considering the dates are in the syllabus, there are multiple leading up to assignments, and constant reminders in class, there was not | <p>No changes since last assessment. Have kept the additional assignments.</p> |
| <p>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.</p> | <p>Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial</p> | <p>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</p> |
| <p>Students required to score above 70% on a term-matching section of the Final covering political analysis in regards to political issues. 100% of students met this criteria, surpassing the 75% threshold.</p> | <p>Students meeting basic understanding of political issues. Need to isolate subject matter in both lesson and type of assessment to ensure students are meeting deeper understanding implied by SLO. (Results may be skewed by low number of enrolled</p> | <p>N/A – Standards changed from previous semester.</p> |

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| | Students required to score above 70% on a term-matching section of the Final covering political analysis in regards to political issues. 70% of students met this criteria, not surpassing the 75% threshold. | | Need to isolate subject matter in both lesson and type of assessment to ensure students are meeting deeper understanding implied by SLO. (Results may be skewed due to low | N/A – Standards changed from previous semester. |
| | Students required to score above 70% on a term-matching section of the Final covering political analysis in regards to political issues. 88% of students met this criteria, surpassing the 75% threshold. | | Students meeting basic understanding of political issues. Need to isolate subject matter in both lesson and type of assessment to ensure students are meeting deeper understanding | N/A – Standards changed from previous semester. |
| SLO #1 a) | Define political culture and describe the unique combination of political values that form the American political culture. | 83% pass rate for the course 87% course pass rate – A, B, or C's | Multiple email contacts with Missing in Action students don't always work but some can be saved. Better communication with time challenged | Allowed make-ups past the last day of class; 2 students took advantage – 1 changed an F to a C Allowed students to make up exams past last day of class |
| SLO #1A | Analyze the Constitution, its (Cranon- relevance today, and key Charles) principles for democracy. | In a open discussion, students were able to demonstrate their knowledge of the checks and balance system as outlined in the Constitution. 17 of the 18 students participated in the discussion, with an average score of 3 out of 5. | My action plan is to continue to encourage students to participate and to follow the discussion guidelines. The upcoming semester, I'm going to post sample discussions and a sample essay so that the students have a clear | In the online class, sent out emails encouraging students to stay on task and to carefully read each discussion and to participate weekly. I encourage students to ask questions when in doubt. I kept an open communication dialogue going throughout the semester. |
| SLO #2 | Clearly explain and evaluate complex political thought and the positions of several thinkers in political theory. | 11/28 = A; 9/28 = B; 4/28 = C; 4/28 = F Students overall had a moderate understanding of James Madison. | As before, Still trying to find a way to use primary sources such as the Federalist Papers, without leaving the students overwhelmed. Furthermore, I hope to increase the academic | No major changes made. |

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| <p>19/39 = A; 7/39 = B; 3/39 = C; 3/39 = D; 7/39 = F</p> <p>Students overall read and understood the message of the political authors. Those with F grades failed to answer all the questions (with 3 not attempting at 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.</p> <p>See attached.</p> | <p>Will need to work on new questions that will increase academic rigor, and the necessity to think through the concepts of these</p> <p>Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.</p> | <p>No major changes made.</p> <p>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</p> |
| <p>Students required to score above 70% on a term-matching section of the Final covering political analysis in regards to political issues. 75% of students met this criteria, surpassing the 75% threshold. (Results may be skewed by low number of enrolled students.)</p> | <p>Sufficient number of students are meeting the established criteria, but work may need to be done to increase success rate. This action plan will be covered by ongoing refinements of the</p> | <p>N/A – Standards changed from previous semester.</p> |
| <p>Students required to score above 70% on a term-matching section of the Final covering political analysis in regards to political issues. 77% of students met this criteria, surpassing the 75% threshold.</p> | <p>Sufficient number of students are meeting the established criteria, but work may need to be done to increase success rate. This action plan will be covered by ongoing refinements of the</p> | <p>N/A – Standards changed from previous semester.</p> |
| <p>Students required to score above 70% on a term-matching section of the Final covering political analysis in regards to political issues. 80% of students met this criteria, surpassing the 75% threshold.</p> | <p>Sufficient number of students are meeting the established criteria, but work may need to be done to increase success rate. This action plan will be covered by ongoing refinements of the lessons being taught in the class. (Results may be skewed by low number</p> | <p>N/A – Standards changed from previous semester.</p> |

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| SLO #2 (Marietta a) | Differentiate between the roles of the 3 branches of the American government | 83% pass rate for the course; 90% pass rate for the quizzes and discussions | Need better way to communicate with students – CANVAS may give us those tools | Allowed make-up past the last day of class – helped several students move to the next grade level |
| SLO #2A (Cranon-Charles) | Compare and contrast and evaluate various political, economic and social institutions within democratic and authoritarian governments. | 87% pass rate; but higher pass rate in discussions and quizzes – 93% Exam/quiz helped to identify students knowledge of basic politics in America, social institutions within democracy. 17 of the 18 students took the exam with an average score of 14.941 out of 20 points. More than half of the students took the exam and passed it | Better communication of deadlines to the students To enforce the importance of reading, even with an open book exam to improve scores. | Allowed more late posts and quizzes Reinforce the importance of reading before taking a exam, even with an open book exam. |
| SLO #3 | Demonstrate understanding of the importance of media, technology, and language to the formation and maintenance of the political order. | 13/39 = A; 12/39 = B; 4/39 = C; 10/39 = F (6 no submissions) Students demonstrated an understanding in the importance of media. They successful linked its importance in a democracy in particular. | Working on rubric for the fall for both online and live classes. For online, moreover, may be wise to give them a minimum word limit to make sure they write a complete | No major changes from previous. |
| | | 8/27 = A; 2/27 = B; 17/27 = F (no submission) This assignment is both target met and not met. For meeting, the papers were well written and did a great job linking media and technology to the formation of contemporary American politics. However, the target was not met as | Working on rubric for the fall. As noted above, this group was particularly not good at turning in work. As noted above, this assignment was in no way a secret. | No major changes from previous. |
| | | 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. | 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 |

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| | Students required to score above 70% on the essay section of the Final covering political analysis in regards to political issues. 50% of students met this criteria, not surpassing the 75% threshold. (Results may be skewed by low number of enrolled students.) | Relatively difficultly of the assessment method will require significant improvement of the lessons regarding the subject matter of the SLO. Lessons are already being reworked, therefore future results | N/A – Standards changed from previous semester. |
| | Students required to score above 70% on the essay section of the Final covering political analysis in regards to political issues. 58% of students met this criteria, not surpassing the 75% threshold. | Relative difficultly of the assessment method will require significant improvement of the lessons regarding the subject matter of the SLO. Lessons are already being reworked, therefore future results | N/A – Standards changed from previous semester. |
| | Students required to score above 70% on the essay section of the Final covering political analysis in regards to political issues. 70% of students met this criteria, not surpassing the 75% threshold. | Relatively difficultly of the assessment method will require significant improvement of the lessons regarding the subject matter of the SLO. Lessons are already being reworked, therefore future results will be needed to test the effectiveness. (Results may be skewed by low | N/A – Standards changed from previous semester. |
| SLO #3 a) Analyze major political issues in the American political system | 100% of active students got an A or B on these assignments These essay topics are broad allowing the students to pick something they are interested in – very well received by students; high pass rate of active students – 100% A’s and B’s | Better communication with students thru Canvas Continue to communicate with time-challenged students in more effective ways. | Allowed late submission of essays No changes other than accepting late work past the last day of class |

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| | SLO #3A | Identify the political actors (Cranon- Charles) involved in shaping government policies and political behavior. | Written assignment focused on California community politics and key politicians in their community. 13 of the 18 students turned in an article/summary or video/summary with an average score 8 out of 10 | None | None |
| POLI 2 | SLO #1 | Compare and contrast and evaluate various political, economic and social institutions within democratic and authoritarian governments | Students examined two different countries and compared and contrasted the political, economic, and social institutions of each one. 5 of the 6 students submitted an essay exam. The average score was a 20 out of 20 | To include a sample essay so that students will have a clear guide on how to have a better and improved student learning outcome | None |
| | SLO #2 | Analyze the political development, situation and experience of various countries. | Students demonstrated their knowledge of the various countries focusing on the political development, situations and experiences of different regimes in Exam 1. Six of the six students took the exam. The average | Give same essays and discussions to improve overall grades. | Additional articles and relevant information was posted to assist with their learning outcome of each chapter. |
| | SLO #3 | Identify the political actors involved in shaping government policies and political behavior. | Students submitted a video assignment/project analyzing the political state of Mexico, and giving critical thought to the situation to demonstrate their understanding that country's policies, political actors, and | None | None |
| PSYC 1 | SLO #1 | Students will be able to explain key concepts, principles, theories and generalizations of psychology. | 15/20 = 75% were successful by receiving a cumulative passing score on exams (minimum score was 61%). 5/20 = 25% did not receive a cumulative passing score on the exams (maximum score 55%) or stopped attending class and did not complete all exams. Students were encouraged to turn in their completed study guides for partial credit (most of those who failed did not turn in study guides on time, or if they | Next time I will allow students who get a D or lower on an exam to make up some of the points by responding to open-ended critical thinking essay questions. | Partial credit was given for study guides that were incomplete (instead of pass/fail like I did last semester) in order to encourage more thorough preparation. The % that were successful increased by 6% to 79%. |

Of the 25 students, 19 submitted finals. Those that did met SLO 1.

Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through a comprehensive final exam. As the exam is open book and open notes, the exam measures not only students retention of concepts, but their ability to locate information in the future and their ability to translate concepts into practical knowledge by applying concepts to "real life" situations posed in the file (e.g. vignettes). Grading reflects the cumulative knowledge gained and application of concepts learned in the course. 33 students completed the final exam. 20 scored 60% or higher on the exam. One student had stopped attending and did not take the exam and one other was attending but did not take the exam. 13 scored below 60% (considered a failing grade). It is unclear whether students who "fail" the final exam do not understand the course concepts, ran out of time, or were not prepared for the exam. It is likely the latter two

This instructor intends to maintain the multiple notices about the final, encourage more questions, and to post more suggestions as the time for the final approaches. She will also make more suggestions and offer resources for writing help and writing anxiety.

Data indicates that most students who completed the final exam understood and can practically apply the concepts of the course. Of the 34 students who were enrolled at the end of the term, 33 completed the final exam. 20 completed with a grade of 60% or above and demonstrated their understanding of the concepts. Of the 2 who did not complete the final exam, one was dropped by the instructor and the other completed other coursework, but not the final exam. Of the thirteen who scored lower than 60% on the final exam, ten passed the course, indicating that there was some

The instructor did all the actions plus extra reminders that 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. Most of the same students did not submit term papers either. Perhaps they were intimidated by outside writing. However, writing is Added and analyzed retention information

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

Apply it Paper 1:
16/16 students (100%) completed the paper with a "C" or higher
5 students did not submit the paper

Apply it Paper 2:
19/20 students (95%) completed the paper with a "C" or higher
1/20 students (5%) completed the paper with a "F"
1 student did not submit the paper

Apply it Paper 3:
20/20 students (100%) completed the assignment with a "C" or higher
1 student did not submit the paper

Students were able to successfully explain key concepts, principles, theories, and generalizations of psychology. Week 1 displayed the most amount of students who did not turn in papers, but the amount of papers turned in increased in week 2 and week 7, as instructor encouraged students to complete work. Instructor will continue to encourage students to complete all of their papers. Instructor plans to continue to use the assignment, as it helps students comprehend the concepts by applying them to real life situations. Instructor is

No changes were made from the previous session.

SLO #1A 2 Midterms
(Addison)

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

Apply it Paper 1:
26/27 students (96%) completed the assignment with a "C" or higher
1/27 students (4%) completed the assignment with an F, due to not addressing all of the concepts
4 students did not submit the paper

Apply it Paper 2:
27/27 students (100%) completed the assignment with a "C" or higher
4 students did not submit the paper

Apply it Paper 3:
27/28 students (96%) completed the assignment with a "C" or higher
1/28 students (4%) completed the assignment with an "F" due to not
Three multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 23 of 24 students or 96%. One student completed all three exams, averaged 53%, AND WAS NOT SUCCESSFUL. The other four students stopped attending and missed the final exam.

Of the 25 students enrolled, 6 were dropped, of the 19 left, 17 took the midterm (1 missed midterm1, 1 missed midterm 2) and all scored a D or higher on both midterms.

Students were able to successfully explain key concepts, principles, theories, and generalizations of psychology. 3 students only submitted 1/3 papers. 1 student did not submit any papers. Instructor reached out to students to encourage them to complete their papers. These students were inconsistent in completing assignments throughout the class.

Instructor will continue to use assignment as it helps students to comprehend the concepts by applying it to real life situations. Instructor will continue to check-in and provide support to students via email and phone contact. Student success was 96% for SLO 1. I do have a drop policy for students that miss a major assignment or two study guide assignments without cause. Four of the five Ss that were not successful missed the final exam and after the last day to drop students stopped attending. No

The 2 midterms, which are open book no time limit will not change. Students need to read the chapters and take their time taking the

Students were required to write about 2 concepts in each paper, rather than one, so that instructor could get a sense of the students' level of mastery of more concepts. Students had to write their understanding of the concept, rather than using cited sources so that instructor could determine if they fully understood the concept. Students had to write about concepts that weren't included in the discussion questions.

No changes from previous assessment.

None, the tests are open book open notes

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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. | 14/20 = 70% were successful by receiving a passing grade on the final exam essay question (minimum score was 60%). 6/20 = 30% did not receive a passing grade (maximum score was 50%) or stopped attending class and did not complete the assignment. | Besides giving the students access to the 3 essay prompts, we did not conduct any in-class practice for responding to critical thinking questions. Next semester, I will have students practice responding to these types of questions in groups during class so I | I chose more general topics this semester that gave students a clearer opportunity to synthesize and compare different perspectives. The % that were successful decreased 13% from last semester. |
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| Comprehensive multiple choice exam covering all the chapters: | Overall, students were able to analyze and critically evaluate | No changes were made from previous session. |
| 14/19 students (74%) completed the final with a "C" or higher | different ideas, arguments, | |
| 1/19 students (5%) completed the final with a "D" | and point of views associated with general | |
| 4/19 students (21%) completed the final with a "F" | psychology. Students did better on the final | |
| 2 students did not take the final | compared to the previous session, in | |
| Highest grade was a 96%; Lowest grade was a 38% | which this SLO wasn't met. The students who received a "D" or "F" | |
| | displayed mastery of the concepts in their | |
| | discussion posts, papers, and quizzes. The low | |
| | grades on the final by these students could be | |
| | due to lack of proper preparation, given that | |
| | the quizzes were open notes/open book, while | |
| | the final was closed notes/closed book. Also, | |
| | a detailed study guide was posted in the middle | |
| | of week 5 with examples of question types, and | |
| | only included actual content that would be on | |
| | the final. Upon instructor's review of the | |
| | final, the students who didn't do well had a wide | |
| | range of variation in incorrect answers | |
| | chosen. Instructor noticed that some | |
| | students didn't access the study guide until the | |
| | week of the final. or | |

Comprehensive multiple choice exam covering all the chapters:

15/27 students (56%) completed the final with a "C" or higher

4/27 students (15%) completed the final with a "D"

8/27 students (37%) completed the final with a "F"

4 students did not take the final

Highest grade was a 96%; Lowest grade was a 46%

Although this SLO was not met, students did better on the final exam in this class with 56% of students receiving a "C" or higher, compared to 22% from the previous time instructor taught the class. 4 students did not take the final, compared to 6 students

in previous class. The data indicates that students were not able to analyze and critically evaluate different ideas, arguments and point of views associated with general psychology in an exam format. Instructor noticed that the students were able to do this in the discussion posts and papers. Some of the top students who received "A's" on their discussion posts and papers completed their final with a "D" or "F", while some of the students who completed their discussion posts with "C's" completed the final with an "A" or "B". These students were able to critically evaluate ideas better in an exam format. The data suggests that perhaps the lack of success of this SLO had to do with lack of proper preparation for the exam, or that some

Instructor updated the final with some new questions. Overall, students did well on the new questions that were used to replace some of the questions used when the class was last taught. Instructor updated the final exam study guide, which included more detail and specific examples of the types of questions students would encounter on the exam.

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

Data indicates that students who completed the course understood and can practically apply the concepts of the course. Of the 35 students who were enrolled at the end of the term, 34 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 1 who did not, that person only completed discussions sporadically, and stopped attending after the last date to drop. If a student missed more than 2 discussions in a row, they were dropped for non-attendance (after reaching out to determine if they needed assistance in the course). Of those who completed

Retention information added and analyzed. Instructor dropped students who were not attending, after reaching out to see if they would remain in the class, needed tutoring, etc. resulting in higher retention rate.

Students were required to complete a study guide for each of ten chapters covered. Most students achieved success, 23 of 24 students or 96%. The one student that completed the course failed to turn in the last three study guides after the last day to drop students. The four students that stopped attending, after the last day to drop students, missed 3, 5, 4, and 3 study guides.

Student Success for SLO 2 was 96%. I plan to limit students to two missed study guides before they are dropped from the course. This policy was in place this semester. However, all the students that were not successful stopped submitting assignments after the last day to drop students and four of these

No changes from previous assessment.

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| | | <p>This semester the discussions boards were very interactive. Each discussion board, many if not most of the active members posted to at least one peer. Several boards evoked dialogues and ongoing comments which reflected analyses of concepts and material. Not only do the questions require critical thinking and evaluation, the “in class” discussion through the boards reflected ongoing analyses and application. This semester’s boards also reflected the overall maturity of the students, and contained in-depth application and integration.</p> | <p>Positive reinforcement for interaction seemed to increase interaction. Continue to directly comment to students and their posts through the new Compass format. The instructor will maintain those, as well as encouraging students to write her in email. She will continue to support student contributions, as well as remind them about completion of discussion boards – and finals. For several students, e mail</p> | <p>Moodle enhances response to specific students’ comments. It increases direct interaction between students, as well as between the student and the instructor. Students consistently report they enjoy class interaction and discussion. Throughout the semester the instructor encouraged questions about the material. Students did ask questions in the body of the discussion board posts. The instructor replied to the question in the board.</p> |
| SLO #2 | Assigning weekly (Addison) | Of the 19 students, 15 consistently turned in their weekly assignments on time that is 78% | None changes. I think turning in homework in a timed manner is important for students to learn responsibility. Thinking critically is imperative in College | |
| SLO #3 | Students will be able to demonstrate the ability to articulate positions orally and in writing. | 19/20 = 95% were successful by receiving a passing grade on the group research project (minimum score was 63%). 1/20 = 5% were not successful because they stopped attending class and did not complete the assignment. | Students have the most trouble with operationally defining their variables and including specific, directional hypotheses. I cover research methods early on in the course but next semester I will also include refresher exercises at two points throughout the course so students have multiple | In addition to the visual/oral components of the presentation, I required the groups to complete three journal article summaries on the peer-reviewed journal articles that informed their literature review. As a result, the comprehensiveness of the literature reviews increased from last semester. |

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 Canvas response privately. Immediate feedback is an important learning tool.

Students seemed willing to write in discussions. But their 80% response

The instructor continued her practice of returning with corrections the term papers and finals were submitted.

Responses to instructor's discussion questions- Viewpoints on: critical thinking vs. intuition; how the peripheral nervous system relates to someone "getting on your nerves"; types of psychoactive drugs okay/not okay to use individualism vs. collectivism; best/worst ages based on a psychological theory; types of reinforcement/punishment that would most/least motivate students; if bad memories should be erased; cognitive strategies most/least effective in life threatening situations; type of intelligence most/least valued in society; viewpoints on sexual motivation and emotional expression in different cultures; free association; social influence-situations okay/ not okay to conform; type of therapy most beneficial for specific disorders

20/21 (95%) of the students completed the aggregate of their posts with a "C" or higher

1/21 (5%) of the students complete the aggregate of posts with a "D"

Overall, students demonstrated the ability to articulate positions. The student who completed the aggregate of posts with a "D" was inconsistent in submitting assignments throughout the class.

Regarding the discussion posts, this student didn't respond to parts of the questions, did not cite sources when required, and gave inaccurate responses in a few of the posts. Psychologist provided student with opportunity to improve posts by providing examples and detailed feedback. Resources to

tutoring were also provided. This student was enrolled in the previous session of instructor's class, but was dropped by instructor as a no show. Instructor will continue to provide detailed feedback and examples, as well as give students

Instructor changed some of the questions from the previous class. Overall, students did well on the new questions.

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| <p>Responses to instructor's discussion questions- Viewpoints on: psychological viewpoint that supports why a person performs or does not perform a good deed; rumors vs. critical thinking; which drugs are okay or not to use; practices of individualist/collectivist cultures; easiest/hardest age based on a psychological theory; perceptions; types of reinforcement/punishment that would most/least motivate students; if bad memories should be erased; cognitive strategies most/least effective in certain situations; type of intelligence most/least valued in society; viewpoints on sexual motivation and emotional expression in different cultures; free association; social influence-situations ok or not to conform; type of therapy most beneficial for specific disorders</p> | <p>Overall, students were able to demonstrate the ability to articulate positions orally and in writing. Although 16% of the students did not complete all of their posts, they were able to successfully articulate their positions when they posted. Instructor reached out via email and phone to students who were posting inconsistently. Some communicated having difficulty balancing home, work, and school, contributing to not posting in weeks. Instructor specifically asked students to review the information in the</p> | <p>Instructor changed some of the questions from the previous class. Students did well on the new questions.</p> |
| <p>84% of the students who completed all of their posts, completed the aggregate of their posts with a "C" or higher</p> | <p>textbook on time management tips and effective study strategies to help them balance</p> | |
| <p>16% of the students posted too late in some of the weeks, and/or only completed between 4-5/8 (50-62%) discussion posts. Of the posts that were completed by this 16% of students, 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</p> | <p>their time with school and other responsibilities. Instructor will continue to refine discussion Student success rate for SLO 3 was 100%. However, four students stopped attending after the last date to drop students. These four students did not present a skit. No changes are</p> | <p>No changes from previous assessment.</p> |

Students were challenged to present varying ideas based on the concepts of the course and to take a position with regard to these concepts. They were expected to back-up their positions with current research. 34 students completed the course, and 32 students completed discussions with 60% or better, indicating they were backing up their positions with references and/or current research in the APA style as outlined. Discussions were well-thought-out, coherent, and grammatically correct. Those who did not score above 60% on the discussions generally failed to reference their work or failed to complete one or more discussions. Those who failed the course completed only minimal numbers of discussions and did not complete them as outlined (citing references, responding to other students, substantive discussion (defined specifically in the syllabus) or major grammatical errors.

Data indicates that students who completed the course understood and can practically apply the concepts of the course. Of the 34 students who were enrolled at the end of the term, 32 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts. Of the 2 who did not, most only completed discussions sporadically, and one stopped attending after the last date to drop. If a student missed more than 2 discussions in a row, they were dropped for non-attendance (after reaching out to determine if they needed assistance in the course). Of those who completed the course (34 students) 32 students completed the discussions and showed they understood and could apply the course concepts. To assist students, I have an APA "example" page, a "common writing mistakes college students make" page, and have clearly outlined in the syllabus what counts as a "substantive" posting, to

Retention information added and analyzed

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| | SLO #3A | Final | Out of the 19 students, 17 took the final and 16 passed with a D or higher that's is 94% | The final is open book and covers 6 chapters |
| PSYC 12 | SLO #1 | Apply and communicate complex research findings, ad 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 location 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 42 students who were enrolled at the end of the term, all 42 participated in the discussions as outlined, generally including references, responses to other students and demonstrated their understanding of the concepts, earning at least 60% of the discussion points. Thus, the discussions, when completed, indicated an increased understanding and final synthesis of the individual concepts |

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| <p>SLO #2 Critically analyze research methods and their appropriateness to the research question.</p> | <p>Students demonstrate their understanding of concepts, principles, theories and generalizations of psychology through a comprehensive final exam. As the exam is open book and open notes, the exam measures not only students retention of concepts, but their ability to locate information in the future and their ability to translate concepts into practical knowledge by applying concepts to “real life” situations posed in the file (e.g. vignettes). Grading reflects the cumulative knowledge gained and application of concepts learned in the course. 39 students completed the final exam. 35 scored 60% or higher on the exam. Four scored below 60% (considered a failing grade).</p> | <p>Data indicates students who maintained attendance in the course have mastered important concepts and can generalize theoretical information to daily activities. 89% of those who began the course completed it, and 88% of those who completed the course completed successfully. This course was heavily focused on practical application of the concepts, which was accomplished through the discussions. Thus, those who completed discussions weekly and understood the concepts both theoretically and practically were able to successfully complete the final exam. 42 students took the final exam. Of the 42 students who took the final, 25 students passed the final exam with 60% or above. The final exam indicates that 60% of the students understood the data from the class at an average level, some with greater understanding and some with less understanding. This is a new exam, and appears the exam may be more difficult than average. A</p> | <p>Final exam is new this term because the textbook changed. Follow up was n/a because of this being a new exam.</p> |
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| PSYC 14 | SLO #1 | Demonstrate an understanding of the concepts of use, abuse, and addiction. | 16 students completed the mid-term the lowest score was 89% and the highest was 115%. 14 students completed the Final, the lowest score was 77% and the highest was 120% . These students have shown a good grasp on the information in the course 98% of students attended and completed the essays. 2% Made mention of having experiences with the meetings, online or someone they knew personally who attends. | I will continue to give mid-terms and finals. They are both comprehensive. | |
| | SLO #2 | Demonstrate an understanding of the disease concept of addiction. | During discussions of addiction as a disease the students state what they thought it was about and then what they come to learn and believe during the course of the lessons. Some share a bit of personal experience as well. Of the 30 students that completed the course they had 100% participation in Weekly journals. Of the 32 students that completed the course 86% attending meetings and 14% either attending online or found internet information or had previously been to the meetings. They all had rich experiences to share. They tell me what an eye opener it is and how it helps them to understand the textual | To continue to allow students to find alternative ways to gain the knowledge of 12 step meetings and other free methods of helping people in need To continue to allow students to gain new knowledge and develop their own opinions with the knowledge of facts and personal experiences from other students in their discussion I will continue with the journals, as this is an excellent way for me to see if the students understand the lessons presented that week. It also gives them opportunity to share or discuss any personal | Allowing students who cannot get out to such meetings to attend "online meetings" and find internet information. This open forum allows the students to interact and gain new insight and express their own opinion. None really, I do however let them attend online meetings and sometimes they "interview" people they know that do attend. |
| PSYC 15 | SLO #1 | Identify and critique key terminology and concepts found in the study of guidance and counseling including ethical considerations | 20 out of 20 students completed the class. The average score was 55.9 out of a possible 60, or 93% per assignment indicating a good level of understanding. 28 out of 30 students completed the class. The average score was 53.43 out of a possible 60, or 89% per assignment indicating a good level of 38 out of 38 students completed the class. The average score was 53.76 out of a possible 60, or 89.6% per assignment indicating a good level of | No major changes are planned. No major changes are planned. No major changes are planned. | This was on a par with the previous class. This was on a par with the previous class. This was on a par with the previous class. |

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| SLO #2 | Evaluate the guidance and counseling processes that occur in helping relationships. | 20 out of 20 students completed the class. The average score was 70.35 out of a possible 80, or 88% which indicates a high level of participation and understanding. | No major changes are planned, except to give a clearer demonstration of the expectations of responses posted, and to stress the importance of participation being reflected in the final | This was a than 5% difference over the previous class. |
| | | 28 out of 30 students completed the class. The average score was 64.26 out of a possible 80, or 80.32% which indicates a high level of participation and understanding. | No major changes are planned, except to give a clearer demonstration of the expectations of responses posted, and to stress the importance of participation being reflected in the final | This was a less than 3% difference from the previous class. |
| | | 38 out of 38 students completed the class. The average score was 66 out of a possible 80, or 82.5% which indicates a high level of participation and understanding. | No major changes are planned, except to give a clearer demonstration of the expectations of responses posted, and to stress the importance of participation being reflected in the final | This was a less than 5% difference from the previous class. |
| SLO #3 (3) | Have a basic understanding of the skills needed to be an effective counselor/helper. | 20 out of 20 students completed the class. The average score for the quizzes was 26.15 out of a possible 30 or 87.16%. The average score for the mid-term was 23.5 out of a possible 30, or 78.33%. Both scores indicate a good level of understanding of the material. The average score for the final exam was 52.75 out of a possible 70, or 75.35%. | No major changes are planned. Many do well in the class but fail to study adequately for the final. This class is a purposely closed book/notes final in preparation for pursuing higher degrees and licensing that require the student to know the material. An effort will be made at the start of future classes to get this point across more forcefully in order to | Overall 50% of the class received an 'A' with zero failures. This was a 5% improvement over the last class |

28 out of 30 students completed the class. The average score for the quizzes was 27.52 out of a possible 30 or 91.73%. The average score for the mid-term was 23.76 out of a possible 30, or 79.2%. Both scores indicate a good level of understanding of the material. The average score for the final exam was 49.9 out of a possible 70, or 71.28%.

No major changes are planned. Many do well in the class but fail to study adequately for the final. This class is a purposely closed book/notes final in preparation for pursuing higher degrees and licensing that require the student to know the material. An effort will be made at the start of future classes to get this point across more

Overall 33% of the class received an 'A' and 2 failed.

38 out of 38 students completed the class. The average score for the quizzes was 25.4 out of a possible 30 or 88%. The average score for the mid-term was 29.73 out of a possible 30, or 99.1%. Both scores indicate a good level of understanding of the material. The average score for the final exam was 52.52 out of a possible 70, or 75.02%.

forcefully in order to No major changes are planned. Many do well in the class but fail to study adequately for the final. This class is a purposely closed book/notes final in preparation for pursuing higher degrees and licensing that require the student to know the material. An effort will be made at the start of future classes to get this point across more

Overall 45% of the class received an 'A' and 2 failed.

PSYC 2 SLO #1 Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to developmental psychology.

Four multiple choice exams covered 3 or 4 chapters each. Most students achieved success, 90% or 28 of 31 Ss.

forcefully in order to Student success was 90%. Two of the three students that were not successful missed one exam each. Both exams missed were after the last day to drop students. Only one student completed all four exams and was not successful with an average score of

No major changes made.

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| | | Total enrollment after census was 44 students. 2 students were dropped by instructor and 1 dropped by petition. Of the remaining 41, all students took the final exam. Two students earned an F and did not pass the final exam. | Continue to reach out to non-attending students to increase retention or offer assistance. Final exam information is provided to assist students to know what to study for the exam | Reached out to non-attending students - resulted in two drops from the course rather than FW. |
| SLO #1 (Addison) | 2 Midterms | Of the 16 students enrolled, all of them took both midterms and all of them passed with a grade of D or higher | 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 developmental psychology. | Students completed 16 study guides. Most students, 27 of 31, achieved success, 87%. The two students that earned a D missed multiple study guides 4 & 7. The two students that failed each failed to complete 6 of 16 study guides. | Student success was 87%. I plan to limit students to miss no more than three study guides before removal from the course. While I instituted this policy last semester, all four students missed their third or more study guide after the last day | No major changes made. |

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| | <p>Total enrollment after census was 44 students. 2 students were dropped by instructor and 1 dropped by petition. Of the 41 remaining students, 39 students completed the assigned discussion questions and responses satisfactorily, earning at least 60% of the available points. Of the 2 students who earned less than 60%, they failed to answer some questions or did not answer the discussion questions completely, even after I reached out to offer assistance (one student was referred for tutoring). Discussions are the majority of the grade in this course and show the ability to conceptualize the concepts in writing, research and take a position in an opinion-related question, and back up the position with research and references. Responses are also substantive, and not just "I agree." Students who complete</p> | <p>Continue to respond to student discussions; continue to reach out to students who are not completing the discussions and/or not receiving full credit to help them understand how they can earn full credit; refer students to tutoring when needed.</p> | <p>Referred one student to tutoring. Continued to reach out to students who are not "attending" by completing the discussions and to students who are receiving less than full credit on the discussions to assist them in completing the discussions fully.</p> |
| <p>SLO #2 Assigning weekly (Addison) homework</p> | <p>Of the 16 students, 16 consistently turned in their weekly assignments on time that is 100%</p> | <p>None changes. I think turning in homework in a timed manner is important for students to learn responsibility.</p> | |
| <p>SLO #3 Students will be able to demonstrate the ability to articulate positions orally and in writing.</p> | <p>Of 41 students who completed the course, 40 students obtained 60% or more on the quizzes. The 1 student who didn't pass the quiz section missed two quizzes. In all, 40 students of the 41 who remained enrolled completed the quizzes successfully enough to receive 60% or better, and met the requirements of the quizzes.</p> | <p>Thinking critically is imperative in College Quizzes reinforce the lesson material and assist students to prepare for exams. Given that all but one student passed this section with 60% or better, there is no action plan indicated at this point. Quizzes are reviewed each term to ensure that questions are appropriate and continue to match the</p> | |

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| | | Students completed multiple handouts and presented information gathered in a group activity. Twenty-nine students were successful out of 31, or 94%. The quality of the presentations were quite good. Two students did not deliver a presentation. | Student success was 94%. This assignment is near the end of the semester and after the last day to drop students. All students that completed the assignment were successful. | No major changes made. |
| SLO #3 (Addison) | Final | Out of the 16 students, all took the final and passed with a D or higher that's 100% | The final is open book and covers 5 chapters | |
| PSYC 5 SLO #1 | Students will be able to explain key concepts, principles, theories and generalizations of psychology as related to career and life planning. | 9/13 = 70% were successful by receiving a passing score on the exam (minimum score was 64%). 4/13 = 30% did not receive a passing grade on the exam (maximum score was 58%). | Next time I will allow students who get a D or lower on an exam to make up some of the points by responding to open-ended critical thinking essay questions | First time teaching this course. |
| | | 90-100% A 0.32 80-89% B 0.20 70-79% C 0.09 60-69% D 0.09 0-59% F 0.30 Pass 70% Fail 30% | 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. | 70% of the class passed the class. 30% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however above the pass rate of previous classes and shows incredible success in the |

90-100% A 5
80-89% B 8
70-79% C 6
60-69% D 1
0-59% F 7
Pass 74%
Fail 26%

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A 19.42
B 30.20
C 30.11
D 40.09
F 30.18
451.00
% Pass: 82.00
% Fail: 18.00

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| SLO #1 (Robles) | The students will have the opportunity to explore career options in accordance with their skills, personality, talents, career assessments, and use multiple resources to explore a career goal which will enable the students to plan an academic plan to achieve their goal via online, manual, oral assessment | 21 students understood the assignments given. All the data collected was used to assess the student retention of the information, career planning goals, and to support the students with an academic path to a lifelong 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. | The rubric is intended to have the students explore their personality, skills, and talents to correlate with a career path suitable for a lifetime career. During the course the students will discuss key points to enable the students to focus on a career path, academic goals, and to assist the students with self-awareness in choosing a career. Allowing the students the opportunity to take assessment test on the internet, manually or orally in the classroom this has really empowered their personal perspective about their individual talents and skills to Besides giving the students access to the essay prompts and time to research, we did not conduct any in-class practice for responding to critical thinking questions. Next semester, I will have students practice responding to these types of questions in groups during class so I | There was an increase of the percentage of student successfully completely the course when previously taught in the Fall the second time it was required for the student to complete a Professional Personal Interview with a professional in their chosen field of study. 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. | 10/13 = 77% were successful by receiving a passing score on the exam (minimum score was 66%) 3/13= 23% were not successful because they either did not take the test (1/13= 15%) or did not receive a passing grade (2/13= 15%; maximum score = 56%). | | First time teaching this course. |

90-100% A 0.32
80-89% B 0.20
70-79% C 0.09
60-69% D 0.09
0-59% F 0.30
Pass 70%
Fail 30%

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B 37.20
C 50.11
D 20.09
F 8.18
451.00
% Pass: 82.00
% Fail: 18.00

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| <p>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.</p> | <p>21 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 4 students that did not complete the class at college level standards as they did not complete the class and earned an D's.</p> | <p>I have improved provided student with emails when the students are absent so they can get the information from the class, notes or homework. Posted the lecture notes/powerpoint on the BCC email site for students to view when absent. The students had a choice as a final project to present to the class a Power Point no longer than 15 minutes, with a minimum of 15 slides or Poster with a one page paper or 5 pages term paper of a career of their choice. The career had to fall into the guidelines of the Online Journey/Personality assessment taken at the Transfer Center, Paper career assessment taken in class and online career research done at home. This information helped me solidify that my students choose a possible career to pursue and then began to plan an academic educational plan with their BCC counselor. The student</p> | <p>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.</p> |
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SLO #3 Students will be able to demonstrate the ability to articulate positions orally and in writing.

A: 19.42
 B: 20.20
 C: 50.11
 D: 40.09
 F: 10.18
 45.00
 % Pass: 82.00
 % Fail: 18.00

Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.

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10/13 = 77% were successful by receiving a passing grade on the group research project (minimum score was 70%). 3/13 = 23% were not successful because they stopped attending class and did not participate in the elevator pitch.

Requiring students to include psychological concepts and theories in an elevator pitch was difficult and made for an awkward pitch for some students. Next time I will break the pitch out into two parts, the first part will be a traditional elevator pitch where they simply incorporate the skills, interests, personality traits and values identified during class and a second part where they pretend they are giving a short talk on why it is important to consider psychological

First time teaching this course.

90-100% A 0.32
80-89% B 0.20
70-79% C 0.09
60-69% D 0.09
0-59% F 0.30
Pass 70%
Fail 30%

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.

70% of the class passed the class. 30% failed. A first and census was completed and failing students were removed. The failure rate appears to be attributed to students falling behind in discussions, assignments and exams in the final weeks. This may have to do with students losing interest or having personal challenges, and the instructor worked with all students as much as possible to allow them to catch up. However, failing in online classes for younger students appears to be a common problem considering the amount of discipline required to complete an online class. This is however above the pass rate of previous classes and shows incredible success in the

90-100% A 5
80-89% B 8
70-79% C 6
60-69% D 1
0-59% F 7
Pass 74%
Fail 26%

Final grades show that student seem to be responding well to the new Moodle platform making it easy for them to review their grade and see progress as well as the participation of other students. This appears to be motivating them to achieve more. More data will be required from the upcoming semester to get a better picture of outcomes.

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| SLO #3 (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 | Spring 2017 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 an "D" while 0% finished the class with an "F". The majority of the students did learn self-knowledge through personal assessment to gain personal information regarding skills, talents, and abilities which will enable students to begin to pursue a chosen career or academic path. The students were given opportunities to do extra credit assignments to enrich their grade, and earn extra credit points in class participation with numerous group & individual activities. | 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 | 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. |
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RLGS 1 SLO #1

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| Demonstrate understanding of the significant influence that the Bible has had upon ethical, religious, and cultural issues. | 76% of the students completed the course. The final grades for the students in this course were 5, A's, 3,B's, 4,C's, 1,D and 4 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video | My plan is to continue the reminders of the importance of the 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 7, A's, 3,B's, 4,C's, 1,D and 2F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video | My plan is to continue the reminders of the importance of the lectures for each lesson and encourage the new learning being achieved by students. | Students have been encouraged to review the lectures for each lesson prior the exam. |

SLO #2 Identify and explain historical settings and influence in the creation and understanding on various biblical books and themes.

90% of the students completed the course. The final grades for the students in this course were 7, A's, 2, B's 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

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.

76% of the students completed the course. The final grades for the students in this course were 5, A's, 3, B's, 4, C's, 1, D and 4 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board

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.

88% of the students completed the course. The final grades for the students in this course were 7, A's, 3, B's, 4, C's, 1, D and 2 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who received the D did most of the discussion board

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.

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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.

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| SLO #3 Compare and contrast the Old and New Testaments as well as different specific books in the Bible. | 76% of the students completed the course. The final grades for the students in this course were 5, A's, 3, B's,4,C's, 1,D and 4 F's. Most students achieved the goals of the class. Their grasp of the goals was evidenced through their responses to discussion questions, their video summaries, and their completion of multiple-choice exams. The student who had the grade of D completed most of the summaries | 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 |
| | 88% of the students completed the course. The final grades for the students in this course were 7, A's, 3, B's,4,C's, 1,D and 2F'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 | 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 |
| | 90% of the students completed the course. The final grades for the students in this course were 7, A's, 2, B's 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 student who had the grade of D completed most of the summaries and were | 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 |

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| <p>RLGS 5 SLO #1 (A)</p> | <p>The student shall be able to read and explicate Bible stories, as well as explain and identify standard literary forms, devices and characteristics.</p> | <p>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. 31 students enrolled for the course, 3 dropped out and 28 finished. There were 8 who got an A. 8 got a B. 3 got a C. 2 got a D. 7 got a F.</p> | <p>7 Fs is a significant number, but I have no solution for those who are not even trying to complete the course.</p> | <p>Students were granted 30 Bonus points on the Final, since it is closed book.</p> |
| <p>SLO #2 (A)</p> | <p>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</p> | <p>The students generally did well on this test.</p> | <p>None</p> | |
| <p>SLO #3 (A)</p> | <p>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</p> | <p>The students generally did well, but I will still need to continue to stress for the future papers that students need to rely much less on materials available on the internet. They will need to consult the library much more for needed information. Of those who took Final Exam, three did not turn in a research paper at all. I just can't seem to inspire 100% participation in this area.</p> | <p>See box #9.</p> | |

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| <p>SOCI 1 SLO #1</p> | <p>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</p> | <p>Average grade for exam 1 was 61%. Average grade for exam 4 was 45%. High score for exam 1 was 80% and lowest score was 38% High score for exam 4 was 80% and lowest score was 0% (36% not counting 0)</p> <p>Average grade for exam 1 was 68%. Average grade for exam 4 was 65%. High score for exam 1 was 90% and lowest score was 36% High score for exam 4 was 84% and lowest score was 44%</p> <p>Average grade for quiz 1 was 82% Average grade for quiz 8 was 76% High score for quiz 1 was 100% and lowest score was 44% High score for quiz 8 was 96% and lowest score was 52%</p> <p>Average grade for quiz 1 was 82%. Average grade for quiz 8 was 86%. Wanted to compare the first quiz examining the theoretical perspectives, and the last quiz to see if there was any improvement. High score for quiz 1 was 100% and lowest score was 28% High score for quiz 8 was 100% and lowest score was 56%</p> | <p>There were several students in this class who did not complete all of their work and had sporadic attendance. This may explain the differences.</p> <p>No changes noted. So close to the target of 70%</p> <p>Quiz 1 grades (average) remained the same, and Quiz 8 grades went up slightly.</p> <p>Quiz 1 grades (average) went down slightly, and Quiz 8 grades went up slightly. The low score for quiz 1 compared to quiz 8 is encouraging! The student who scored 28% on Quiz 1, scored 92% on the last quiz</p> | <p>Previous assessment results: Average grade for exam 1 was 70%. This period was 61% Average grade for exam 4 was 63%. This period was 45%</p> <p>Previous assessment results: Average grade for exam 1 was 65%. This period was 68% Average grade for exam 4 was 68%. This period was 65% The changes are not significant and they basically flipped</p> <p>Previous assessment results: Average grade for quiz 1 was 82%. Same this year. Average grade for quiz 8 was 86%. An improvement from the lowest Q1 score last year</p> <p>Previous assessment results: Average grade for quiz 1 was 84%. Average grade for quiz 8 was 84%.</p> |
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| SLO #1(A) | <p>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</p> | <p>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.</p> | <p>Continue to expand classroom activities. Seek additional strategies from conferences and readings. Recommend available tutoring services through Tutorial Services.</p> | <p>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.</p> |
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Paper 1- 77%; paper 2- 81%. Paper 1 asked students to apply one of the sociological perspectives to a movie of their choice. The purpose was for students to demonstrate their knowledge of the constructs of the perspective and then apply these constructs to the movie. Students in this section performed better than students in the previous term. For paper 1 students performed at the C+ level and for paper 2 students performed at the B level. It is assumed that students will generally perform better on the second paper than the first as this paper is submitted after the 3rd week of the course whereas the second paper is submitted at the 6th week.

6 students received an A on the first paper. 9 students received an A on the second paper.

The students in this cohort performed in a like manner to students in all previous term, save the one just previously. Students demonstrated that they were able to apply one of the sociological perspectives to the assignment. Additional teaching materials was added to the lectures. It is not possible to significantly modify the lectures as the course is being offered in the next term. The Instructor Posting Area was employed as a vehicle to provide teaching content and weekly content summaries. In the past, this area has been used to primarily make announcements of upcoming deadlines, clarification of assignments, and procedural issues. The course will continue to use the same assignments, as designed, as they have been effective. Although this instructor has repeatedly encouraged students to communicate with the instructor to discuss their assignment before the due date, these efforts will be intensified.

In regard to SLO 1, grades for the two written assignments were more in range of previous terms, save for the most recent term. Efforts to support student learning mirrored previous terms, with no change in the text, lectures, or assignments. The instructor attempted to provide students with solid feedback on their first paper which appeared to have assisted them in constructing their second paper. Previous assessments for years 2015 and 2016 and this current term were similar to each other. The anomaly appears to be the most recent prior term.

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| <p>Paper. 1- 73% Paper. 2- 82%. Paper 1 asked students to apply one of the sociological perspectives to a movie of their choice. The purpose was for students to demonstrate their knowledge of the constructs of the perspective and then apply these constructs to the movie. Given that paper one was due within the first three weeks of the course, an average grade of <u>C</u> shows that for the majority of students they were able to grasp major concepts of the sociological perspectives. The second paper required students to choose a different perspective than the one they choose for the first assignment and use it for the framework of a discussion of the Affordable Care Act. For the second paper students grades were significantly higher. It would appear that students, by this later time in the course both developed a greater understanding of the sociological perspectives as well as having benefited from feedback from their</p> | <p>No specific changes to pedagogy are planned. As the previous term saw a dramatic change from previous terms, additional resources and feedback were added. It is not known if this had any impact on student success. These will be continued. Additional contact via the Discussion Board, emailing, instructor postings, and direct individual student contact may positively impact on student retention.</p> | <p>The previous term was an outlier, with grades well below the previous terms. In the current term students performed more consistent with other cohorts. The instructor continued providing students with solid feedback on their first paper which should assisted them in constructing their second paper. Previous assessments from 2015 and 2016 consistent with the results for this term.</p> |
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| SLO #2 | <p>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,</p> | <p>Average score on final exam was 61%. Lowest score was 50% by a student who failed the course. Highest score was 100%</p> | <p>No changes noted</p> | <p>Previous results: Average score on final exam was 86%. This period it was 61%. A significant change.</p> |
| | | <p>Average score on final exam was 82%. Lowest score was 44%. Highest score was 96%</p> | <p>Plan to stress the importance of reading the study guide provided in the syllabus. Improvement from previous year at 69% in</p> | <p>Previous Results: Average score on final exam was 69%. This period the average was 82%</p> |
| | | <p>Average score on final exam was 82%. Lowest score was 50%. Highest score was 96%</p> | <p>Plan to stress the importance of reading the study guide provided in the syllabus. Improvement from previous year at 69% in</p> | <p>Previous Results: Average score on final exam was 69%. This period the average was 82%</p> |
| | | <p>Average score on final exam was 89%. Lowest score was 70% which is a significant increase from the previous year. Highest score was 100%</p> | <p>No changes noted</p> | <p>Previous Results: Average score on final exam was 85%. This period it was 89%. Not a significant change.</p> |

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| SLO #2 (A) | Demonstrate a knowledge of the three major theoretical perspectives | 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 | 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 |
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Although the overall grade in the course was 72% when outliers are removed, the best indicator of whether this objective was met is the final exam. The final exam was an OPEN notes, CLOSED book, proctored exam.

The final exam raw score was 59 %. One student received a score of 37%. The final exam score was for the previous terms ranged from a high of 65% to a low of 62.

Weekly quizzes were open book. Yet 5 students received less than 50% on quizzes.

All of the above previous term scores were well above the current term.

There was no change in the pedagogy for this term vs other terms.

Although students did not score at least a _C_ on the final exam, overall they scored well in the course, a mean grade of 72% in the course, demonstrated some mastery of the material. The best demonstration of mastery, however, would have been the final exam.

Students were provided advance notification (in the Syllabus and via Instructor notes on the Discussion Board) that the final exam would be closed book. However, students may not have understood that they would need a different study method and exam preparation for the final. The instructor will continue to explain the importance of grasping the important concepts of the course prior to taking the final exam, and encouraging students to practice good study habits in preparation for the final exam.

Additional student information and support via email, discussion board postings, and Instructor Notes postings may help students gain a better understanding of

The final exam raw score was 58.4 %, 4 percentage points above those for the past semester. This included 4 grades at or below 40%; 1 at 25, 1 at 35%, and 2 at 40%. All 4 of these students had sufficient other marks to pass the course. The final exam scores for this term, although above the most recent term, was below prior terms: The final exam score for the first 2016 term was :65%. For the two sections taught in 2015- Final exam scores 61.9 and 62.4%.

Although students did not score at least a _C__ on the final exam, overall they scored well in the course, a mean grade of 78.9% in the course, demonstrated some mastery of the material. The best demonstration of mastery, however, would have been the final exam.

The mean final grade for the course was 70%. If the lowest grades <30% are removed, the mean grade increases to 77.4%. If the 4 students who received an _F_ grade are removed, the mean grade would rise to 78.9%.

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,

This demonstrated that students were able to understand the three major theoretical perspectives presented in the course.

students may not have understood that they would need a different study method and exam preparation for the final.

Final exam grades are expected to be below that of the quizzes, as weekly quizzes were open book.

The instructor will continue to explain the importance of grasping the important concepts

There was no change in the pedagogy for this term vs other terms. The instructor, however, will attempt to assist students in studying for the final exam, helping them to understand the differences between OPEN and CLOSED tests.

of the course prior to taking the final exam, and encouraging students to practice good study habits in preparation for the final exam.

Additional student information and support via email, discussion board postings, and Instructor Notes postings may help students gain a

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| | SLO #3A (Macias) Be able to demonstrate an understanding of the nature and function of society in a sociological context | 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 conference and readings. Recommend available tutoring services through Tutorial | 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 77.69. | The students demonstrated that they were able to apply their course knowledge to their assignment. Students in the previous term scored 79.4, which, although slightly higher, was very similar. 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 | This was the second time teaching this course. |
| | | Average: 86% Target met. | This is the first time that SLO has been assessed for the online delivery of this course. | Previous assessment measured a different assignment. |
| | | Average: 89% Target met | This is the first time that SLO has been assess for the online delivery of this course. | Previous assessment measured a different assignment. |
| | SLO #2 Understand the dynamics of social class, social stratification, social interaction, and group dynamics of American culture. | Average 88%. Target met. | There were six students who did not complete this assignment | Previous assessment measured a different assignment. |
| | | Average: 86%. Target Met | There were five students who did not complete this assignment. | Previous assessment measured a different assignment. |

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| | | Final exam mean was 75.88, higher than the previous semester when the final exam mean was 68.19. The final exam was Open Notes, but Closed Book, so this grade was strong. | 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 second time teaching this course. |
| 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 | Average 84%. Target met. | Will continue to assess. | This assignment was not assessed last review period. First time assessing SLO for online delivery of this course. |
| | | Average: 92%. Target met | Will continue to assess. | This assignment was not assessed last review period. First time assessing SLO for online delivery of this course. |
| | | Mean grade of those who completed the written assignment was 77.69. Final exam mean was 75.88. The final exam was Open Notes, but Closed Book, so this grade was strong. Mean grade for discussion board was 75.6 but this included all students including the students who did not complete the course. Mean grade for weekly quizzes is 82.5 of all students, which includes students who did not complete the course but who did not drop. | Nothing on Word Doc | 4 students did not complete the work of the course but did not withdraw. |
| SOCI 3 | SLO #1 Student will be able to identify various options for birth control, pregnancy, and childbirth | Average score was 93% 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 96% for this essay. This period 93% |
| | | Average score was 94%. Target met. 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 89%, 94% for this period. |

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| SLO #3 | Students will demonstrate knowledge of financial management within the family structure. | <p>Average grade was 93%</p> <p>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.</p> <p>Average grade was 99% for this assignment.</p> <p>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.</p> | <p>No changes noted, will continue to assess this assignment.</p> <p>First time teaching this course on Canvas.</p> | <p>Previous assessment period: Average grade was 87% for this assignment. 93% this period</p> |
| SLO #4 | Students will describe the various consequences of divorce to our society. | <p>Average score for this essay was 98%.</p> <p>This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce.</p> <p>This essay asks students to examine the effects of divorce by interviewing someone who has gone thru divorce.</p> <p>Average for this essay was 97%.</p> | <p>None noted. Continue to monitor this objective with essay assignment.</p> <p>None noted. Continue to monitor this objective with essay assignment.</p> | <p>Previous assessment: Average score for this assignment was 93% on previous review. This assessment period saw a slight decrease to 98%</p> <p>Previous assessment: Average for this essay was 96%.</p> <p>This assessment period saw a slight increase to 97% average.</p> |
| SPCH 1 | SLO #1 Apply knowledge and understanding of the basic principles of public speaking. | <p>78/78 students had opportunity to present a variety of 8 speeches ranging from simple expository to more complex persuasive style. Growth was noted in style and delivery by was noted in rubric scores for 74/78 students (3-5) in areas of delivery and content. Four students either not ready on time or refused to complete the presentation. Make-ups were</p> | <p>Observed: Participation and student readiness improved.</p> | <p>Change from last term resulted in more students being prepared and participating. The change was that being unprepared would result in student making arrangements outside of class to deliver their speech and several remarked that they would not want to do this.</p> |

The question : With regards to “Demonstrate knowledge and understanding of the basic principles of public speaking” ... students were asked how they would rank their ability before class? : av=3.6
How did they rank their ability after? = av =9.4
Average improvement: 5:8

No changes needed at this time.

In this last I upped the points for the final speech. All the other speeches are 20 points however the final speech is now 40 points.

Analysis: This means that on average students made notable progress in their knowledge and understanding of public speaking. This should help them be better critically thinkers in and communicators which will help them in all their interpersonal interactions which include those in their academic careers.

Final grade break down out of 15 students: 11 students in the class received As, 1 student received a B, 2 received C's, 1 student received a D. The D students were those who began to miss assignment during the last part

The question : With regards to “Demonstrate knowledge and understanding of the basic principles of public speaking” ... students were asked how they would rank their ability before class? : av=4.5
How did they rank their ability after? = av =8.6
Average improvement: 4:1

No changes needed at this time.

In this last I upped the points for the final speech. All the other speeches are 20 points however the final speech is now 40 points.

Analysis: This means that on average students made notable progress in their knowledge and understanding of public speaking. This should help them be better critically thinkers in and communicators which will help them in all there interpersonal interactions which include those in their academic careers.

Final grade break down out of 13 students: 11 students in the class

The question : With regards to “Demonstrate knowledge and understanding of the basic principles of public speaking” ... students were asked how they would rank their ability before class? : av=4.8
How did they rank their ability after? = av =8.6
Average improvement: 3:8

No changes needed at this time.

In this last I upped the points for the final speech. All other speeches are 20 points however the final speech is now 40 points.

Analysis: This means that on average students made notable progress in their knowledge and understanding of public speaking. This should help them be better critically thinkers in and communicators which will help them in all their interpersonal interactions which include those in their academic careers.

Final grade break down out of 16 students: 11 students in the class received As, 1 student received a B, 1 received C and 3 students received D's. The D students were those who began to miss assignment during the last part

The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking... How would you rank your ability before the class? 3.7 How would you rank your ability after the class? 8.4
Average Improvement: 4.7
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.

Grade Distribution:
A=3
B=7
C=0
D=0
F=0

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one new handout and one revision of a handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists before their speeches

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? 2.7 How would you rank your ability after the class? 8.8
Average Improvement: 6.1
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.

Grade Distribution:

A=4
B=3
C=1
D=0
F=2

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one new handout and one revision of a handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists before their speeches

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The Question: With regards to “demonstrating knowledge and understanding of the basic principles of public speaking”... How would you rank your ability before the class? 3.8 How would you rank your ability after the class? 8.7
Average Improvement: 4.9
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.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one new handout and one revision of a handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists before their speeches

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Grade Results:

A = 6

B=17

C=4

D=0

F=2

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? 5.3 How would you rank your ability after the class? 8.8
Average Improvement: 3.5
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.

Grade Distribution:

A=2
B=12
C=3
D=0
F=2

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one new handout and one revision of a handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists before their speeches

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

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? 8.4 How would you rank your ability after the class? 4.1
Average Improvement: 4.3
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.

Grade Distribution:

A=5
B=14
C=3
D=0
F=5

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one new handout and one revision of a handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists before their speeches

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| <p>SLO #2 Demonstrate improvement in the expression of thought and develop the organizational skills of a speaker.</p> | <p>Students composed an infomercial following viewing of a professional video. Also students worked in groups to identify the IBC and motivational steps needed to persuade and inform. All students reported that they learned the most by watching the video and then applying their knowledge in a creation of their own. This favorable result directly links to student preference for personal creativity</p> | <p>Continue to use group activities and videos (rather than instructor lecture) for recurring speeches.</p> | <p>Infomercial added to apply motivational sequence, and group decision – making offered opportunities for peer/student collaboration, Students delivered a diad speech to apply expository skills.</p> |
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The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? 3.1 How would you rank your ability after the class? 9.0 Average Improvement: 5.9 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.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? 3.6 How would you rank your ability after the class? 8.8 Average Improvement: 5.2 Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? 3.7 How would you rank your ability after the class? 8.3 Average Improvement: 4.6 Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? 3.8 How would you rank your ability after the class? 8.6 Average Improvement: 4.8 Analysis: This improvement means that on average students made significant progress in their organizational ability when it comes to preparing speeches. This should translate into formulating questions and expressing ideas and information in other classes and interpersonally (critical thinking), in situations related to the workplace (personal and professional development), and in other communication situations (communication) generally. As in the past, these link to the Core Competencies.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regards to “showing the expression of thought and the use of the organizational skills of a speaker”... How would you rank your ability before the class? 4.7 How would you rank your ability after the class? 9.0
Average Improvement: 4.3
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.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regards to “showing the expression of through and the use of organizational Skills of a speaker” Students where asked how they would rank their ability before the class? : av.=3.9
How they would rank after the class?: av.=9.4
Average improvement of : 5.5

Analysis: This improvement shows that on average students made significant progress in their expression of thought and organizational skills when it comes to public speaking.

Final grade break down out of 15 students: 11 students in the class received As, 1 student received a B, 2 received C's, 1 student received a D. The D students where those who began to miss assignment during the last part of class including the final which is the

No changes at this time. I gave them a handout that had an example of a speech outline, this helped the students become very clear about how to organize their speech. I also had students write a reflection after the first four speeches this really seemed to help them become more thoughtful about the process.

The Question: With regards to “showing the expression of through and the use of organizational Skills of a speaker” Students where asked how they would rank their ability before the class? : av.=4.2
How they would rank after the class?: av.=9.1
Average improvement of : 4.9

Analysis: This improvement shows that on average students made significant progress in their expression of thought and organizational skills when it comes to public speaking.

Final grade break down out of 16 students: 11 students in the class received As, 1 student received a B, 1 received C and 3 students received D’s. The D students where those who began to miss assignment during the last part of class including the final which is the
The Question: With regards to “showing the expression of through and the use of organizational Skills of a speaker” Students where asked how they would rank their ability before the class? : av.=4.7
How they would rank after the class?: av.=8.6
Average improvement of : 3.9

Analysis: This improvement shows that on average students made significant progress in their expression of thought and organizational skills when it comes to public speaking.

Final grade break down out of 13 students: 11 students in the class received As, 1 student received a B, 1

No changes at this time. I gave them a handout that had an example of a speech outline, this helped the students become very clear about how to organize their speech. I also had students write a reflection after the first four speeches this really seemed to help them become more thoughtful about the process.

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SLO #3 Actively listen to and analyze speeches.

20 audience members (peers) from each provided written evaluations of each student speaker. Feedback was useful for speaker and speech improvement throughout the term. Extra credit was given for evaluations completed beyond the first five evaluations to encourage participation. Students participated in a group activity giving and receiving directions which resulted in clarification of their

No changes planned as these activities have become successfully integrated into the course.

No changes were made that significantly impacted this SLO. Evaluations are extremely important in applying critical listening skills and comprehension of a speaker's message.

The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 4.6
How would you rank your ability after the class? 8.3
Average Improvement: 3.7
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.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision of a handout and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials. With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class. Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 4.7

How would you rank your ability after the class? 9.2

Average Improvement: 4.5

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.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision of a handout and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials.

With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.

Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.4

How would you rank your ability after the class? 9.3

Average Improvement: 3.9

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

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision of a handout and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials.

With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.

Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 5.8

How would you rank your ability after the class? 8.9

Average Improvement: 3.1

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.

Grade Distribution:

A=5

B=14

C=3

D=0

F=5

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision of a handout and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials.

With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.

Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regard to “actively listening to student speeches”... How would you rank your ability before the class? 9.2

How would you rank your ability after the class? 6.2

Average Improvement: 3.0

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.

Future Goals in light of retirement: If given the opportunity to teach in the future, I will include one revision of a handout and one new handout in the master handout known as the “Big Packet.” One will be for the Value Speech and the other for the Informative Speech. Students are currently provided with both a comprehensive page in paragraph format and an additional Check List format for the Value Speech only. Student success will hopefully improve across the board with a new, improved Detailed Check List Format added to the paragraph format for both speeches. Because the Value Speech is the first major speech with an outline requirement, overall improvement the rest of the semester will hopefully improve. I already have sample outlines and other ancillary materials.

With students able to review their checklists

After some reformatting and a few handout revisions, the “Big Packet” continued to be vital to students doing well in the class.

Student critiques were helpful to students this semester as students did get some training about how to better give constructive criticism to their classmates.

The Question: With regard to “actively listening to student speeches” The question asked how they would rank their ability before the class? : av.=4.7
After the class?: av.=9.1
Average Improvement: 4.4

This average means that the student made significant progress in the way they listen to their peers speeches. Listening is an important part of interpersonal communication and a skill that they improved with.

Final grade break down out of 16 students: 11 students in the class received As, 1 student received a B, 1 received C and 3 students received D's.

The D students where those who began to miss assignment during the last part of class including the final which is the

The Question: With regard to “actively listening to student speeches” The question asked how they would rank their ability before the class? : av.=5.8
After the class?: av.=9.7
Average Improvement: 3.9

This average means that the student made significant progress in the way they listen to their peers speeches. Listening is an important part of interpersonal communication and a skill that they improved with.

Final grade break down out of 15 students: 11 students in the class received As, 1 student received a B, 2 received C's, 1 student received a D. The D students where those who began to miss assignment during the last part of class including the final which is the

No changes at this time.

In this classed out a second rubric for their records so that they could write an analysis of a peers speech. I asked them to tell me what grade they would give their peer and why in a written report. This seemed to be a very helpful process for them and allowed them to thing about what makes a good speech. It also helped them to actively listen to a peer.

No changes at this time.

In this classed out a second rubric for their records so that they could write an analysis of a peers speech. I asked them to tell me what grade they would give their peer and why in a written report. This seemed to be a very helpful process for them and allowed them to thing about what makes a good speech. It also helped them to actively listen to a peer.

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| | | | <p>The Question: With regard to “actively listening to student speeches” The question asked how they would rank their ability before the class? : av.=5.9 After the class?: av.=8.9 Average Improvement: 3</p> <p>This average means that the student made significant progress in the way they listen to their peers speeches. Listening is an important part of interpersonal communication and a skill that they improved with.</p> <p>Final grade break down out of 13 students: 11 students in the class received As, 1 student received a B, 1 student received a C.</p> | No changes at this time. | In this classed out a second rubric for their records so that they could write an analysis of a peers speech. I asked them to tell me what grade they would give their peer and why in a written report. This seemed to be a very helpful process for them and allowed them to think about what makes a good speech. It also helped them to actively listen to a peer. |
| 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. | <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 without a speaking role, auditors and crew: 40% received a 4 out of 4 (4 out of 10 students); 60% received a 3 out of 4 (6 out of 10 students). 100% of students (10 out of</p> | The students assessed were a mixture of those with a lot of experience, some experience, and first timers. 7 of the students had relatively few lines and a smaller role but everyone did well with the part they had, giving it their all. | No changes were recommended. |

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| SLO #2 | Collaborate with other members of the production team in bringing the vision of the play to actuality regarding sets, costumes, props, hair and makeup, lights, sound, and house management, etc. | <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>94% gave their full 3 hours (16 out of 17 students)</p> <p>This number in the spring of 2016 was 78%</p> <p>This number in the spring of 2015 was 75%</p> <p>6% gave 1.5 hours (1 out of 17 students)</p> | <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.</p> <p>Something that might make it more successful in the future is to put out a weekly report of the</p> | No changes were recommended. |
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| SLO #3 | Demonstrate proficiency at proper singing and dancing within the style of the musical theatre production. | <p>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 and crew.</p> <p>Singing</p> <p>100% received a 4 out of 4 (3 out of 15 students)</p> <p>73% received a 3 out of 4 (11 out of 15 students)</p> <p>7% received a 2 out of 4 (1 out of 15 students)</p> <p>Dancing</p> <p>7% received a 4 out of 4 (1 out of 15 students)</p> <p>47% received a 3.5 out of 4 (7 out of 15 students)</p> <p>27% received a 3 out of 4 (4 out of 15 students)</p> <p>13% received a 2 out of 4 (2 out of 15 students)</p> <p>7% received a 1 out of 4 (1 out of 15 students)</p> <p>53% received a 3.5 or higher.</p> <p>80% received a 3 or higher.</p> | <p>No changes are recommended. Singing and dancing doesn't come naturally to everyone but even the less skilled gave their all. A couple of them had consistent issues with some of the steps but did okay on the rest of the song or steps. One student just couldn't get it. She tried but in over 2 months, none of the review seemed to help enough. It might be a focus issue that she can't help. I'm not sure. One thing I felt made the choreography more successful was that I choreographed it myself (with assistance of a couple of students). Because of this, I was able to have more</p> | No changes were recommended. |
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| TART 13B | SLO #1 Dramatize a specific role before an audience that reflects improved clear, well-developed understanding of production text as it relates to the play's given circumstances and personal character analysis. | Actors were assessed through a rubric (with archival video) based on their performance in a musical production. The rubric was on Performance Technique. A sample of students was used for this SLO. Those not assessed included auditors and crew. Because of this, only 2 students were assessed. Students Spring 17 Spring 16 Spring 15 Laura G33 Maria L4A Audited (not scored) Both received the same score as the time before. Maria is a more experienced actor which accounts for her "4"s. Laura is young and her 2016 role was as ensemble. Her part was larger this time and although she did a really great job, she's not as polished and will benefit from more training. | This is a difficult class to assess because the size of someone's role has a lot to do with their scoring and therefore can skew the results a bit. Some thought will be put into this. 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. 100% (3 students) completed their full 3 hours. All 3 of them completed all 3 hours during the previous time they took the class. | 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 | 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 SLO. Those not assessed included auditors and crew. Because of this limitation, only 2 students were assessed.

Singing
 Students Spring 17 Spring 16 Spring 15
 Laura G 4.3
 Maria L 4.0 Audited – not scored

Dancing
 Students Spring 17 Spring 16 Spring 15
 Laura G 3.5
 Maria L 3.5 Audited – not scored

The scores are very good and the changes are due to the demands of the particular musical.

No changes are recommended. It's difficult to assess this because the demands of each particular musical are different. Some thought will be put into this issue.

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. 12 students completed the assignment. Of those:
 A: 33% (4 out of 12 students)
 B: 50% (6 out of 12 students)
 C: 0
 D: 8% (1 out of 12 students)
 E: 8% (1 out of 12 students)

Grades Spring 2017 Fall 2016 Spring 2016
 A 33% 0% 14%
 B or higher 83% 72% 73%
 C or higher (no C grades) 43% 55%
 D or lower 17% 27% 25%

Making such big changes to the assignment instructions went over very well, but some more tweaking to the instruction wording will be made to spell out more clearly what I'm looking for in the assignment. Particularly, exactly what type of lyrical examples I want students to look for in the musicals I list as examples in the paper.

The Previous SLOs stated: "After speaking with a student unrelated to the class, a discussion ensued regarding how to make the prompt more clear. This evolved in a lot of rethinking, some research, and more clarity for the assignment. These changes, including giving a basic answer to the question but making them figure out why that's the answer specific songs they can use to give their examples, will be made to the assignment. Hopefully, this will result in higher scores."

The scores show that this was a very successful change! It might be a little difficult because the enrollment in the class this particular semester was lower than usual, but overall, students did so much better! The

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| SLO #2 | Through objective exam, demonstrate a vocabulary of common theatre terms. | Course final is exclusively on theatre terminology 60% (9 out of 15 students) received an A (33% received a perfect score) 13% (2 out of 15 students) received a B 7% (1 out of 15 students) received a C 73% (11 out of 15 students) received a B or higher 80% (12 out of 15 students) received | The number of those passing went up in percentage than the previous semester and the majority of the class received an A on the final. No changes recommended at this time. | No changes were recommended. GradeSpring 2017Fall 2016Spring 2016Fall 2015Spring 2015Fall 2014 C or higher80%79%72%86%83%33% |
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| 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. TART 4 - Beginning Student Song #1 Song #2 Logan 3 3 Kristopher 4 3 Jonathan 3 3 Amara 2 3 Avery 3 3 ? 3 out of 5 students (60%) stayed at the same score for each song. ? 1 out of 5 students (20%) went up in their score from song 1 to song 2 | TART 4 – Beginning ? A new way of measuring this need to be implemented. Instead of improving from song to song, it should be from presentation to presentation for each individual song. | TART 4 – The last time this class was taught, the following was written: “It is recommended that more one-on-one time is attempted if time allows.” *Last time, students did duets with their first song and group songs for their 2nd song because I was afraid I wouldn’t have time to address all students with enough focus and attention. This time, their 1st song was a solo. There was a concentrated effort to give more time to each student. This was successful. It was a very motivated group of students and they took the study of their individual songs with excitement and enthusiasm. They took my notes to heart and worked hard to improve. This carried over to their second song. I believe that staying at the same score for the 2nd song is still successful because the 2nd song is a different genre and style so it’s harder to judge vocal improvement and technique since the songs had different demands. The one student |
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| 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 peer and self-evaluation forms based on what they saw. ? Beginning students discussed how they and their peers improved over the course of the semester. ? Intermediate students discussed how the Beginning students improved over the course of the semester but how they and their peers improved since the last time they took the class. | Some students didn't delve enough into how the student improved over the course of the semester or two classes although that was stressed orally and on the page. More stress will be put on this part of the assignment. | The last assessment stated: "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." A new final assignment was created so that students focused only on discussing how they...and their peers...significantly improved over the course of the semester or from the Beginning class. This was successful because students had to really articulate and explain what they heard and saw in themselves and others. It should be noted that the Intermediate class' comments included more about technique and pinpointed more clearly what the singers did to make those improvements noticeable. The Beginning class spoke more about how they "felt" ...the acting and |
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| 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. | This was my first stacked class. Between the two classes end enrollment were 11. WARE 51 seven did not take final exam and one from WARE 57. It appeared students in WARE 51 lacked motivation notwithstanding I announced bonus questions could be responded any time |
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| 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 role of ecommerce. | This was my first stacked class. Between the two classes end enrollment were 11. WARE 51 seven did not take final exam and one from WARE 57. It appeared students in WARE 51 lacked motivation notwithstanding I announced bonus questions could be responded any time |
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| | SLO #3 | Able to create forecasting/production matrices and critically assess aspects of sound inventory management. | This was my first stacked class. Between the two classes end enrollment were 11. WARE 51 seven did not take final exam and one from WARE 57. It appeared students in WARE 51 lacked motivation notwithstanding I announced bonus questions could be responded any time | | |
| 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. | This was my first stacked class. Between the two classes end enrollment were 11. WARE 51 seven did not take final exam and one from WARE 57. It appeared students in WARE 51 lacked motivation notwithstanding I announced bonus questions could be responded any time | | |
| | 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. | This was my first stacked class. Between the two classes end enrollment were 11. WARE 51 seven did not take final exam and one from WARE 57. It appeared students in WARE 51 lacked motivation notwithstanding I announced bonus questions could be responded any time | | |
| | SLO #3A | Apply developmentally appropriate principles and implement strategies that will positively influence production activities. | This was my first stacked class. Between the two classes end enrollment were 11. WARE 51 seven did not take final exam and one from WARE 57. It appeared students in WARE 51 lacked motivation notwithstanding I announced bonus questions could be responded any time | | |
| WELD 50 | SLO #1 | Student will exercise the safety precautions necessary to avoid injury to self or property when oxyacetylene welding. | 1 out of 2 students completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |

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| <p>3 out of 3 students completed the required course work with a grade of "C" or higher, One student was dropped</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| <p>3 out of 4 students completed the required course work with a grade of "C" or higher. One student was dropped.</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| <p>4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student left at the 14th week due to personal issues but did not drop the course resulting in his failed grade. A total of 10 students originally signed up but either dropped before starting or shortly after start due to personal problems or health issues. The 4 students who completed the course resulted in an 80 percent retention rate for weld 50 spring 2017.</p> | <p>With a retention rate of 80% for spring of 2017 and an original sign up of 10 students this indicates to me that more focus on Educational plans is still needed. Also 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |

SLO #2 Student will know how to properly set up, adjust, operate and shut down oxyacetylene welding equipment.

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%. 6 students total began the semester, 5 successfully completed the course work with a

1 out of 2 students completed the required course work with a grade of "C" or higher.

3 out of 3 students completed the required course work with a grade of "C" or higher,

3 out of 4 students completed the required course work with a grade of "C" or higher.

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.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

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New equipment introduced in the classroom for more up to date learning experiences.

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

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| | <p>4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student left at the 14th week due to personal issues but did not drop the course resulting in his failed grade. A total of 10 students originally signed up but either dropped before starting or shortly after start due to personal problems or health issues. The 4 students who completed the course resulted in an 80 percent retention rate for weld 50 spring 2017.</p> | <p>With a retention rate of 80% for spring of 2017 and an original sign up of 10 students this indicates to me that more focus on Educational plans is still needed. Also 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |
| | <p>Students were able to perform operations properly during class while working welding project demonstrations for grading. 6 students total began the semester, 5 successfully completed the course work with a grade of C or better, a retention rate of</p> | <p>Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation. No</p> | <p>New equipment introduced in the classroom for more up to date learning experiences.</p> |
| <p>SLO #3 Student will produce sound oxyacetylene welds.</p> | <p>1 out of 2 students completed the required course work with a grade of "C" or higher.</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |

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| <p>3 out of 3 students completed the required course work with a grade of "C" or higher,</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| <p>3 out of 4 students completed the required course work with a grade of "C" or higher,</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| <p>4 of 5 successfully completed the required course work with a grade of "C" or higher, 1 student left at the 14th week due to personal issues but did not drop the course resulting in his failed grade. A total of 10 students originally signed up but either dropped before starting or shortly after start due to personal problems or health issues. The 4 students who completed the course resulted in an 80 percent retention rate for weld 50 spring 2017.</p> | <p>With a retention rate of 80% for spring of 2017 and an original sign up of 10 students this indicates to me that more focus on Educational plans is still needed. Also 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |

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| | | Class performance thru attendance and participation are needed for successful completion of course. 6 students total began the semester, 5 successfully completed the course work with a grade of C or better, a retention rate of 83%. | Hands on welding is necessary for learning to weld, students need to be in class to weld. | More students, fewer drops, increased retention |
| WELD 51 | SLO #1 Student will exercise the safety precautions necessary to avoid injury to self or property when shielded metal arc welding. | 3 of 3 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| | | 3 of 4 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| | | 5 of 7 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |

8 of 8 successfully completed the required course work with a grade of "C" or higher, 1 additional student audited the class with no grade. 8 of 8 gave a retention rate of 100%. This is a combined class with over 30 students per class.

With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

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%. 3 students began the semester and 3 students successfully completed the course with

The results suggest that safety lectures and safety quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective

No changes were needed at this time.

SLO #2 Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment.

3 of 3 successfully completed the required course work with a grade of "C" or higher.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

3 of 4 successfully completed the required course work with a grade of "C" or higher.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

5 of 7 successfully completed the required course work with a grade of "C" or higher.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

8 of 8 successfully completed the required course work with a grade of "C" or higher, 1 additional student audited the class with no grade. 8 of 8 gave a retention rate of 100%. This is a combined class with over 30 students per class.

With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

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| SLO #3 | Student will produce sound shielded metal arc welds in the flat position. | <p>Students were able to perform operations properly during class while working welding project demonstrations for grading. 3 students began the semester and 3 students successfully completed the course with a C or better for 100% retention</p> <p>3 of 3 successfully completed the required course work with a grade of "C" or higher.</p> | <p>Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well, hands on operation</p> <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>Use of Lincoln Vertex simulator to help students visualize welds under controlled conditions.</p> <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| | | <p>3 of 4 successfully completed the required course work with a grade of "C" or higher.</p> <p>Two more students had to be dropped for lack of attendance.</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| | | <p>5 of 7 successfully completed the required course work with a grade of "C" or higher.</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |

8 of 8 successfully completed the required course work with a grade of "C" or higher, 1 additional student audited the class with no grade. 8 of 8 gave a retention rate of 100%. This is a combined class with over 30 students per class.

With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

Students were successfully able to complete the course. Students are successful when they are in class 3 students began the semester and 3 students successfully completed the course with a C or better for 100% retention.

Hands on welding is necessary for learning to weld, students need to be in class to weld.

New equipment introduced in the classroom for more up to date learning experiences.

WELD SLO #1 Student will exercise the safety precautions necessary to avoid injury to self or property when performing out of position shielded metal arc welding.

2 of 3 successfully completed the required course work with a grade of "C" or higher. One student was dropped due to attendance.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

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| <p>3 of 4 successfully completed the required course work with a grade of "C" or higher. One student was dropped because of lack of attendance.</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| <p>4 of 5 successfully completed the required course work with a grade of "C" or higher. 6 students were signed up at start of semester, 1 dropped due to getting hired at the Marine base, 1 was arrested early in the semester and now a guest of the state. The class retention rate was 80% achieved. This class is a combined class with over 30 students</p> | <p>With a retention rate of 80% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |
| <p>6 of 6 successfully completed the required course work with a grade of "C" or higher.</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |

SLO #2 Student will be capable of properly setting up, adjusting, operating and shutting down shielded metal arc welding equipment

At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%. A total of 7 students started and 6 successfully

Students were able to perform operations properly during class while working advanced welding project demonstrations for grading. A total of 7 students started and 6 successfully completed the courses with a C or 3 of 4 successfully completed the required course work with a grade of "C" or higher.

4 of 5 successfully completed the required course work with a grade of "C" or higher. 6 students were signed up at start of semester, 1 dropped due to getting hired at the Marine base, 1 was arrested early in the semester and now a guest of the state. The class retention rate was 80% achieved. This class is a combined class with over 30 students

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.

Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well hands I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

With a retention rate of 80% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

No changes at this time

New equipment introduced in the classroom for more up to date learning experiences.

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

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| | 6 of 6 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| SLO #3 | Student will produce sound shielded metal arc welds in the horizontal, vertical and overhead positions. | 2 of 3 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards |
| | | 3 of 4 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards |
| | | | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |

4 of 5 successfully completed the required course work with a grade of "C" or higher. 6 students were signed up at start of semester, 1 dropped due to getting hired at the Marine base, 1 was arrested early in the semester and now a guest of the state. The class retention rate was 80% achieved. This class is a combined class with over 30 students

With a retention rate of 80% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

6 of 6 successfully completed the required course work with a grade of "C" or higher.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. A total of 7 students started and 6 successfully completed the courses with a C or

Hands on welding is necessary for learning to weld, students need to be in class to weld.

New equipment introduced in the classroom for more up to date learning experiences.

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| 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. | <p>1 of 2 successfully completed the required course work with a grade of "C" or higher, a 50% retention rate was achieved. This course is a combined class with over 30 students. The student who failed to drop the course was having personal issues prior to starting the semester.</p> <p>4 of 4 successfully completed the required course work with a grade of "C" or higher.</p> <p>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%. 1 student started and successfully completed</p> | <p>With a retention rate of 50% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> <p>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.</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> <p>No changes were needed at this time</p> |
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| SLO #1 (Bartholow) | Student will exercise the safety precautions necessary to avoid injury to self or property when performing Soldering, Brazing and Braze Welding. | 2 of 2 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| 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. 1 student started and successfully completed course with a C or better for 100% 1 of 2 successfully completed the required course work with a grade of "C" or higher, a 50% retention rate was achieved. This course is a combined class with over 30 students. The student who failed to drop the course was having personal issues prior to starting the semester. | Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well hands on. With a retention rate of 50% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom. | New equipment introduced in the classroom for more up to date learning experiences I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees. |

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| SLO #2 (Bartholow) | Student will be capable of properly setting up, adjusting, operating and shutting down oxyacetylene welding equipment for soldering, brazing and braze welding. | 2 of 2 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| | | 4 of 4 successfully completed the required course work with a grade of "C" or higher. | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| SLO #3 | Student will produce sound shielded metal arc welded joints. | 1 of 2 successfully completed the required course work with a grade of "C" or higher, a 50% retention rate was achieved. This course is a combined class with over 30 students. The student who failed to drop the course was having personal issues prior to starting the semester. | With a retention rate of 50% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom. | I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees. |

SLO #3 Student will be able to produce a sound oxyacetylene welds for soldered, brazed, and braze welded joints.

Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. 1 student started and successfully completed course with a C or better for 100% retention 2 of 2 successfully completed the required course work with a grade of "C" or higher.

4 of 4 successfully completed the required course work with a grade of "C" or higher.

Hands on welding is necessary for learning to weld, students need to be in class to weld.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

New equipment introduced in the classroom for more up to date learning experiences

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

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| 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. | <p>1 of 2 successfully completed the required course work with a grade of "C" or higher, 1 student was auditing the course and just welding for personal growth. 100% retention rate was achieved. This course is a combined class with over 30 students.</p> <p>2 of 2 successfully completed the required course work with a grade of "C" or higher</p> <p>4 of 4 successfully completed the required course work with a grade of "C" or higher</p> | <p>With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
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SLO #2 Student will be capable of properly setting up, adjusting, operating and shutting down gas metal arc welding equipment.

At outset of course students were informed of safety equipment they would need for the class. Upon attaining what was needed all students demonstrated, during classroom activities, proper safety with no injury or accidents noted 100%. At outset 4 students were enrolled and all 4

1 of 2 successfully completed the required course work with a grade of "C" or higher, 1 student was auditing the course and just welding for personal growth. 100% retention rate was achieved. This course is a combined class with over 30 students.

2 of 2 successfully completed the required course work with a grade of "C" or higher

The results suggest that No changes were needed at this safety lectures and safety time. quizzes at the start of the class, as well as continuing emphasis on using safety equipment is effective.

With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

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| | <p>4 of 4 successfully completed the required course work with a grade of "C" or higher</p> | <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |
| <p>SLO #3 Student will produce sound gas metal arc welded joints.</p> | <p>Students were able to perform operations properly during class while working welding project demonstrations for grading. 100 %. At outset 4 students were enrolled and all 4 successfully completed course with a 1 of 2 successfully completed the required course work with a grade of "C" or higher, 1 student was auditing the course and just welding for personal growth. 100% retention rate was achieved. This course is a combined class with over 30 students.</p> | <p>Demonstrations, videos, and lectures on the operations are effective for student understanding and learning. As well hands on. With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>Additional use of Lincoln Vortex 360 welding simulator. I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |

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| | | 2 of 2 successfully completed the required course work with a grade of "C" or higher | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. | |
| | | 4 of 4 successfully completed the required course work with a grade of "C" or higher | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. | |
| | | Students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. 100 %. At outset 4 students were enrolled and all 4 successfully completed course with a C | Hands on welding is necessary for learning to weld, students need to be in class to weld. | New equipment introduced in the classroom for more up to date learning experiences | |
| WELD 55 | SLO #1 | Student will exercise the safety precautions necessary to avoid injury to self or property when performing gas tungsten arc welding operations. | 1 of 1 successfully completed the required course work with a grade of "C" or higher | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |

2 of 2 successfully completed the required course work with a grade of "C" or higher

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

2 of 2 successfully completed the required course work with a grade of "C" or higher, An 1000% retention rate was achieved. This course is a combined class with over 30 students.

With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.

I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.

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%. 2 students began and successfully completed the

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.

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| SLO #2 | Student will be capable of properly setting up, adjusting, operating and shutting down gas tungsten arc welding equipment. | 1 of 1 successfully completed the required course work with a grade of "C" or higher | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| | | 2 of 2 successfully completed the required course work with a grade of "C" or higher | I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards | I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material. |
| | | 2 of 2 successfully completed the required course work with a grade of "C" or higher, An 100% retention rate was achieved. This course is a combined class with over 30 students. | With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom. | I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees. |

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| <p>SLO #3 Student will produce sound gas tungsten arc welded joints in both steel and aluminum.</p> | <p>Students were able to perform operations properly during class while working welding project demonstrations for grading. 2 students began and successfully completed the course with a C or better for a 100% retention rate. 2 of 2 successfully completed the required course work with a grade of "C" or higher, An 1000% retention rate was achieved. This course is a combined class with over 30 students.</p> | <p>Demonstrations, videos and lectures on the operations are effective for student understanding and learning. As well hands on. With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>No changes were needed at this time.</p> <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |
| <p>SLO #3 Student will be able to produce sound GTAW welded joints (Bartholow)</p> | <p>students were successfully able to complete the course. Class performance thru attendance and participation are needed for successful completion of course. 2 students began and successfully completed he course with a C or better for a 100% retention rate. 1 of 1 successfully completed the required course work with a grade of "C" or higher</p> | <p>Hands on welding is necessary for learning to weld, students need to be in class to weld.</p> <p>I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards</p> | <p>New equipment introduced in the classroom for more up to date learning experiences.</p> <p>I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.</p> |

2 of 2 successfully completed the required course work with a grade of "C" or higher

I'm moving forward with moving all the welding classes to a hybrid format. Now that I've been hired permanent full-time I'm in the process of standardizing and creating parity among the other welding instructors with regards

I increased the number of lectures and presentations. The number of the quizzes I gave, associated with the lecture and presentation material, also increased from last semester. Frequent quizzes allowed me to better gauge progress, or lack thereof, with the required course concepts and material.

WELD 56 SLO #1

Student is able to read and interpret the lines, symbols, and standards found on metals trade blueprints.

At the beginning of class 16 students were enrolled, 2 students were dropped for various reasons. 10 of the 14 remaining students successfully completed the course with a C or better grade.

Additional visual aides may help to reinforce the ideas and details more clearly. Power points are presently used for some presentations. Application of materials presented in class will aid the student in progress in

Class performance thru attendance and participation are needed for successful completion of course. These completions show the students are able to apply what they have learned and are ready to progress to more.

SLO #2

Student is able to produce a three view drawing of an existing object.

At the beginning of class 16 students were enrolled, 2 students were dropped for various reasons. 10 of the 14 remaining students successfully completed the course with a C or better grade.

Students show an understanding of what blueprints are and can identify the various items on a print such as welding symbols, dimensions, and other various symbols, etc.

Actual hands on sketching and drafting drawings have helped the students to understand how to use blueprints by being able to know what they are looking at and what they are looking for. Improvement in grades indicates improvement in their overall skills. Additionally completion of class assignments help them to

SLO #3

Student can identify the fabrication processes necessary to build an item from a three view metals trade blueprint

At the beginning of class 16 students were enrolled, 2 students were dropped for various reasons. 10 of the 14 remaining students successfully completed the course with a C or better grade.

Use of more visual techniques should help in understanding the concepts of the language of industry through blueprints and how they apply to the fabrication of objects..

Actual hands on sketching and drafting drawings have helped the students to understand how to use blueprints by being able to understand the processes needed and used th fabricate items in the metals trades. Improvement in grades indicates improvement in their overall skills. Additionally completion

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| 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. | With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom. | I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees. |
| | | | Students demonstrated knowledge and use of various welding processes. 6 students were enrolled and successfully completed the course with a C or better 100% retention. | Using all of the welding processes available students are clearly able to show understanding of what they have | New equipment introduced in the classroom for more up to date learning experiences. |
| | SLO #2 | Students will fabricate complex and useful welded projects from blueprints. | 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. | With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom. | I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees. |

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| <p>SLO #3 Students will produce sound welds utilizing many various welding processes.</p> | <p>Students show ability to apply blueprint reading understanding and welding processes to practical experience. 6 students were enrolled and successfully completed the course with a C or better 100% retention 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.</p> | <p>Students are encouraged to bring in their own projects to construct as well as class projects that may be assigned.</p> | <p>New equipment introduced in the classroom for more up to date learning experiences.</p> |
| | | <p>With a retention rate of 100% for spring of 2017 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. With the hiring of a new full time welding instructor the program should grow and have more common direction. We are adding new machines and virtual reality to the classroom.</p> | <p>I added more lecture and quiz's this semester along with work in the use of our new virtual reality welding machines. I also changed the final to include more NCCER advanced technical information and hands on. Evidence is shown by a greater number of students working toward AWS certifications, certificates and their degrees.</p> |
| | <p>6 students were successfully able to complete the course with a grade of C or better. 100% retention.</p> | <p>Addition of Certified Welding Inspector enables students to acquire AWS</p> | <p>New equipment introduced in the classroom for more up to date learning experiences.</p> |

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| WKFC 105 | SLO #1 | Understand and explain the difference between decision making and problem solving. | 78% of the students enrolled in the course completed the Post Test with 70% or better | <p>The above data indicates that the students understood the SLO. However, based on their responses to the course survey, I will be making several changes to the presentation. Changes include:</p> <ol style="list-style-type: none"> 1. Revising presentation to spark the interest in the subject matter for this age group 2. Implementing more classroom activities and less lecture 3. Avoiding out-of-class assignments for credit; I plan give more credit for classroom assignments. <p>The need for these changes has come to my attention because of two factors: 1) the student ages; and 2) the amount of time for the course (18 hours); and the fact that the students often did not attend class. I believe that modifying the course in consideration of the aforementioned factors may make it more</p> | This was the first time this course was offered live to high school students. |
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SLO #2 Explain the concept of the “depth mind” and how it is used in the decision making process. 78% of the students enrolled in the course completed the Post Test with 70% or better

The above data indicates that the students understood the SLO.

This was the first time this course was offered live to high school students.

However, based on their responses to the course survey, I will be making several changes to the presentation. Changes include:

1. Revising presentation to spark the interest in the subject matter for this age group
2. Implementing more classroom activities and less lecture
3. Avoiding out-of-class assignments for credit; I plan give more credit for classroom assignments.

The need for these changes has come to my attention because of two factors: 1) the student ages; and 2) the amount of time for the course (18 hours); and the fact that the students often did not attend class. I believe that modifying the course in consideration of the aforementioned factors may make it more

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| <p>SLO #3 Apply problem solving techniques.</p> | <p>78% of the students enrolled in the course completed the Post Test with 70% or better</p> | <p>The above data indicates that the students understood the SLO. However, based on their responses to the course survey, I will be making several changes to the presentation. Changes include:</p> <ol style="list-style-type: none"> 1. Revising presentation to spark the interest in the subject matter for this age group 2. Implementing more classroom activities and less lecture 3. Avoiding out-of-class assignments for credit; I plan give more credit for classroom assignments. <p>The need for these changes has come to my attention because of two factors: 1) the student ages; and 2) the amount of time for the course (18 hours); and the fact that the students often did not attend class. I believe that modifying the course in consideration of the aforementioned factors may make it more</p> | <p>This was the first time this course was offered live to high school students.</p> |
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