

Unit Name	Course ID	Course Name	Course SLO Name	Course SLO	Reporting Period	Assessment Method	Result	Result Type	# Students Assessed	# Students Who Succeeded	Action
Discipline - Accounting	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79	Continue to support students to ensure continued student success.
Discipline - Accounting	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64	Spend additional time on this topic to ensure student understanding.
Discipline - Accounting	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78	Continue to support students to ensure continued student success.
Discipline - Accounting	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89	Continue to support students to ensure continued student success.
Discipline - Accounting	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79	Continue to support students to ensure continued student success.
Discipline - Accounting	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81	Continue to support students to ensure continued student success.
Discipline - Accounting	ACTG 103	Ten-Key Skills	SLO 1	Develop speed and accuracy in using the ten-key pad on a computer keyboard	2016 - 2017 (Spring)	Assignment/Project	In Spring 2017, 89% of students met the goal. We believe we have met this goal.	Achieved Goal	100	89	We believe we have met this goal and will continue to work and support students. The students who did not meet this goal are students who did not complete the required work.
Discipline - Accounting	ACTG 106	Accounting Cycle Survey	SLO 1	Define commonly used terminology.	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	27	26	Continue to support students to ensure success.
Discipline - Accounting	ACTG 106	Accounting Cycle Survey	SLO 2	Properly record transactions using journal entries and general ledger	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	27	26	Continue to support students to ensure success.
Discipline - Accounting	ACTG 106	Accounting Cycle Survey	SLO 3	Prepare an unadjusted trial balance and use adjusting journal entries to correctly value each account.	2016 - 2017 (Spring)	Exam	Students met the objective	Achieved Goal	27	22	Continue to support students to ensure success.
Discipline - Accounting	ACTG 106	Accounting Cycle Survey	SLO 4	Prepare the income statement, statement of retained earnings, and Define commonly used terminology.	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	27	23	Continue to support students to ensure success.
Discipline - Accounting	ACTG 107	Time Value of Money Survey	SLO 1	Define commonly used terminology.	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	23	22	Continue to support students to ensure success.
Discipline - Accounting	ACTG 107	Time Value of Money Survey	SLO 2	Calculate the present value of a single amount.	2016 - 2017 (Spring)	Exam	Students met the objective	Achieved Goal	23	21	Continue to support students to ensure success.
Discipline - Accounting	ACTG 107	Time Value of Money Survey	SLO 3	Calculate the future value of a single amount.	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	23	20	Continue to support students to ensure success.
Discipline - Accounting	ACTG 107	Time Value of Money Survey	SLO 4	Calculate a present value given an annuity.	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	23	22	Continue to support students to ensure success.
Discipline - Accounting	ACTG 107	Time Value of Money Survey	SLO 5	Calculate a future value given an annuity.	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	23	22	Continue to support students to ensure success.
Discipline - Accounting	ACTG 107	Time Value of Money Survey	SLO 6	Use time value of money calculations to solve problems commonly found in accounting such as notes, bonds, and leases	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	23	22	Continue to support students to ensure success.
Discipline - Accounting	ACTG 119	Personal Financial Planning	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Student objectives met.	Achieved Goal	60	47	In general students did a good job meeting this objective. Additional time will be spent on this topic going forward.
Discipline - Accounting	ACTG 119	Personal Financial Planning	SLO 2	Develop a comprehensive financial plan involving asset acquisition, liability and insurance planning, saving and investment programs, tax planning, retirement and estate	2016 - 2017 (Spring)	Exam	Students met the objective.	Achieved Goal	60	58	Continue to work with students to ensure success.
Discipline - Accounting	ACTG 119	Personal Financial Planning	SLO 3	Use the time value of money to make financial planning decisions.	2016 - 2017 (Spring)	Exam	Student objective met.	Achieved Goal	60	52	Continue to work with students to ensure success.
Discipline - Accounting	ACTG 119	Personal Financial Planning	SLO 4	Identify and analyze ethical standards issued by professional organizations.	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	60	49	In general students did a good job meeting this objective. Additional time will be spent on this topic going forward.
Discipline - Accounting	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 131	Managerial Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	168	Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 131	Managerial Accounting	SLO 2	Decision making: Describe how managers use managerial accounting information to make decisions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	143	Continue to work with students to ensure student success.

Discipline - Accounting	ACTG 131	Managerial Accounting	SLO 3	Discounted cash flow: Perform time value of money analysis using the discounted cash flow model	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	178 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 131	Managerial Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	172 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure success.
Discipline - Accounting	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Discipline - Accounting	ACTG 161	Intermediate Accounting I	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	19 Students successfully met this goal.
Discipline - Accounting	ACTG 161	Intermediate Accounting I	SLO 2	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	14 The majority of students met this objective. Going forward we will spend more time on this topic to ensure a higher percentage of students meet this objective.
Discipline - Accounting	ACTG 161	Intermediate Accounting I	SLO 3	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Students met this objective. Additional attention will be spent on this topic to improve understanding.
Discipline - Accounting	ACTG 161	Intermediate Accounting I	SLO 4	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Objective has been met.
Discipline - Accounting	ACTG 161	Intermediate Accounting I	SLO 5	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Discipline - Accounting	ACTG 162	Intermediate Accounting II	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)		Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Discipline - Accounting	ACTG 162	Intermediate Accounting II	SLO 2	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Discipline - Accounting	ACTG 162	Intermediate Accounting II	SLO 3	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Discipline - Accounting	ACTG 162	Intermediate Accounting II	SLO 4	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Continue to support students to ensure success.
Discipline - Accounting	ACTG 162	Intermediate Accounting II	SLO 5	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Discipline - Accounting	ACTG 165	Cost Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 165	Cost Accounting	SLO 2	Product costs: Describe how product costs are calculated	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 165	Cost Accounting	SLO 3	Decision making: Demonstrate the use of cost and management accounting information for planning, decision-making and control	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 165	Cost Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 1	Gather, identify, examine, sort, and classify information required for filing individual income tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 2	Explain elements of the tax law pertaining to the scope of VITA proexam tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 3	Identify tax law resources used to answer technical questions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 4	Demonstrate the features of the TaxWise software and how to access individual input screens	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 5	Apply the tax law concepts discussed above by preparing multiple simple income tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.

Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 6	Use TaxWise software to file an individual income tax return	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 175	Volunteer Income Tax Preparation	SLO 7	Complete the tax law questions on the IRS Certification Test using the resources identified above; and the tax return questions using TaxWise	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 2	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Discipline - Accounting	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 1	Explain the role and expectations of a fiduciary for a trust or estate	2017 - 2018 (Fall)	Exam	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 2	Demonstrate understanding of the necessary tax decisions for a decedent's estate	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	12 Although we believe this objective was met with close to 70% of the class achieving success improvements still need to be made. We plan to spend additional time in class practicing the preparation of returns and review of the theory behind the tax code.
Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 3	Describe the requirements for a trust and the major types of trusts that tax professionals will encounter	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	12 Although we believe we met the objective with close to 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 4	Demonstrate competency in preparing federal Forms 1041 and CA Form 541 for both an estate and a trust	2017 - 2018 (Fall)	Assignment/Project	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 5	Explain when a reportable gift has occurred and the need for a gift tax return	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.

Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 6	Demonstrate competency in preparing federal Form 709 for reportable gifts made by a donor	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Discipline - Accounting	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 7	Calculate additional taxes pursuant to Affordable Care Act (Obamacare)	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 1	Incorporate aquatic strength exercises into student's exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher.	Achieved Goal	25	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 1	Incorporate aquatic strength exercises into student's exercise program.	2017 - 2018 (Fall)	Survey	All students successfully incorporated aquatic strength exercises into their exercise program	Achieved Goal	33	33 Based on the success of the SLO no further actions are needed.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 2	Organize all exercise modalities in the most effective order based on student's fitness goals.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher.	Achieved Goal	25	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 2	Organize all exercise modalities in the most effective order based on student's fitness goals.	2017 - 2018 (Fall)	Survey	All students successfully organized all exercise modalities in the most effective order based on student's fitness goals	Achieved Goal	33	33 Based on the SLO results no further actions are needed.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 3	Select exercises than can be performed according to the student's ability.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher.	Achieved Goal	25	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 3	Select exercises than can be performed according to the student's ability.	2017 - 2018 (Fall)	Survey	All students were successful at selecting exercises that could be performed according to the tier ability.	Achieved Goal	33	33 Based on success of the SLO no further action is needed at this time.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 4	Perform certain exercises independently.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	25	24 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 100	Adapted Aquatics	SLO 4	Perform certain exercises independently.	2017 - 2018 (Fall)	Survey	All students successfully performed certain exercises independently	Achieved Goal	33	33 Based on the SLO no further action is needed at this time.
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 1	Incorporate stretching techniques into their exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	90	84 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 1	Incorporate stretching techniques into their exercise program.	2017 - 2018 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	72	69 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 1	Incorporate stretching techniques into their exercise program.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	85	84 Based on the assessment results, SLO's are appropriate and no further action is necessary as this time.
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 2	Incorporate aerobic equipment into their exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	90	90 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 2	Incorporate aerobic equipment into their exercise program.	2017 - 2018 (Fall)	Survey	More than 60% scored 4 or higher.	Achieved Goal	72	72 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 2	Incorporate aerobic equipment into their exercise program.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	85	82 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 3	Select exercises that they can and cannot perform according to the individual's disability.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	90	88 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 3	Select exercises that they can and cannot perform according to the individual's disability.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	72	71 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 3	Select exercises that they can and cannot perform according to the individual's disability.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	85	82 Based on the assessment results, SLO's are appropriate and no further action is necessary.
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 4	Demonstrate that they can perform certain exercises independently.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	90	90 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 4	Demonstrate that they can perform certain exercises independently.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	72	72 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 4	Demonstrate that they can perform certain exercises independently.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	85	82 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.

Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 5	Identify exercises that the student can and cannot perform according to the individual's disability	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	90	89 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 5	Identify exercises that the student can and cannot perform according to the individual's disability	2017 - 2018 (Fall)	Survey	More than 60% scored 4 or higher.	Achieved Goal	72	72 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 110	Adapted General Conditioning	SLO 5	Identify exercises that the student can and cannot perform according to the individual's disability	2018 - 2019 (Fall)	Survey	More than 60% of students scored a 4 or higher.	Achieved Goal	85	81 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 1	Incorporate lifting techniques into their exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	54	54 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 1	Incorporate lifting techniques into their exercise program.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	43	43 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 1	Incorporate lifting techniques into their exercise program.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	47	47 Based on the assessment results, SLOs are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 2	Incorporate aerobic equipment into their exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	54	54 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 2	Incorporate aerobic equipment into their exercise program.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	43	43 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 3	Organize all exercise modalities in the most effective order based on individual fitness goals.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	54	50 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 3	Organize all exercise modalities in the most effective order based on individual fitness goals.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	43	43 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 3	Organize all exercise modalities in the most effective order based on individual fitness goals.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	47	47 Based on the assessment results, SLO's are appropriate and no further action is necessary.
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 4	Incorporate flexibility exercises relative to fitness goals.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	54	50 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 4	Incorporate flexibility exercises relative to fitness goals.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	43	41 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 4	Incorporate flexibility exercises relative to fitness goals.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	47	46 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 5	Provide feedback to instructor to better facilitate exercise effectiveness.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	54	53 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 5	Provide feedback to instructor to better facilitate exercise effectiveness.	2017 - 2018 (Fall)	Survey	More than 60% of the students have scored 4 or higher.	Achieved Goal	43	43 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 140	Adapted Weight Training	SLO 5	Provide feedback to instructor to better facilitate exercise effectiveness.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	47	46 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 1	Incorporate back strengthening techniques into their exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	38	38 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 1	Incorporate back strengthening techniques into their exercise program.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	25	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 1	Incorporate back strengthening techniques into their exercise program.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	34	34 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 2	Incorporate various abdominal exercises into their exercise program.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	38	37 Based on the assessment results SLO's are appropriate and no further action is necessary at this time

Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 2	Incorporate various abdominal exercises into their exercise program.	2017 - 2018 (Fall)	Survey	More than 60% scored 4 or higher.	Achieved Goal	25	24 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 2	Incorporate various abdominal exercises into their exercise program.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	34	34 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 3	Incorporate flexibility exercises relative to fitness goals.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	38	37 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 3	Incorporate flexibility exercises relative to fitness goals.	2017 - 2018 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	25	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 3	Incorporate flexibility exercises relative to fitness goals.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	34	34 Based on the assessment results, SLO's are appropriate and no further action is necessary at this time.
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 4	Provide feedback to instructor to better facilitate exercise effectiveness.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	38	38 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 4	Provide feedback to instructor to better facilitate exercise effectiveness.	2017 - 2018 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	25	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 4	Provide feedback to instructor to better facilitate exercise effectiveness.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	34	34 Based on the assessment results, SLO's are appropriate and no further action is necessary.
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 5	Recognize certain difficult exercises, and adapt to them accordingly.	2016 - 2017 (Fall)	Survey	More than 60% of students scored a 4 or higher	Achieved Goal	38	38 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 5	Recognize certain difficult exercises, and adapt to them accordingly.	2017 - 2018 (Fall)	Survey	More than 60% of the students scored 4 or higher	Achieved Goal	25	24 Based on the assessment results SLO's are appropriate and no further action is necessary at this time (12/13/17)
Discipline - Adapted Physical Education	ADAP 155	Adapted Back Care	SLO 5	Recognize certain difficult exercises, and adapt to them accordingly.	2018 - 2019 (Fall)	Survey	More than 60% of the students scored 4 or higher.	Achieved Goal	34	34 Based on the assessment results, SLO's are appropriate and no further action is necessary.
Discipline - Administration of Justice	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Discipline - Administration of Justice	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27
Discipline - Administration of Justice	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Discipline - Administration of Justice	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Administration of Justice	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	39
Discipline - Administration of Justice	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	24

Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 3	Identify and discuss the concepts found in later amendments pertaining to the justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	20
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 3	Identify and discuss the concepts found in later amendments pertaining to the justice system	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	23
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	27
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2017 - 2018 (Fall)		Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	21
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	23
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	29
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	22
Discipline - Administration of Justice	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Administration of Justice	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	31
Discipline - Administration of Justice	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	53
Discipline - Administration of Justice	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39
Discipline - Administration of Justice	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33

Discipline - Administration of Justice	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	37
Discipline - Administration of Justice	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	25
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	24
Discipline - Administration of Justice	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26

Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2016 - 2017 (Spring)		Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	34
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	36
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	37
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Discipline - Administration of Justice	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	35
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	24
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	26
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	38
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	29

Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Discipline - Administration of Justice	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 100%	Achieved Goal	29	29

Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 96.67%	Achieved Goal	30	29
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Administration of Justice	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	16
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19

Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g.: DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2016 - 2017 (Fall)	Presentation/Performance	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g.: DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Discipline - Administration of Justice	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	17
Discipline - American Sign Language	ASL 100	American Sign Language I	SLO 1	Express basic linguistic ASL principles	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	54	43
Discipline - American Sign Language	ASL 100	American Sign Language I	SLO 2	Explain elements of deaf culture and the deaf community	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	54	43
Discipline - American Sign Language	ASL 100	American Sign Language I	SLO 3	Apply correct etiquette to be used in deaf culture situations	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	54	43
Discipline - American Sign Language	ASL 100	American Sign Language I	SLO 4	Maintain a basic conversation in ASL, appropriate to level I	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	54	43
Discipline - American Sign Language	ASL 110	American Sign Language II	SLO 1	Express intermediate linguistic principles of ASL	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	19	17
Discipline - American Sign Language	ASL 110	American Sign Language II	SLO 2	Explain elements of deaf culture and the deaf community	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	19	17
Discipline - American Sign Language	ASL 110	American Sign Language II	SLO 3	Apply correct etiquette to be used in deaf culture situations	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	19	17
Discipline - American Sign Language	ASL 110	American Sign Language II	SLO 4	Maintain a basic conversation in ASL, appropriate to level II	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	19	17
Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 1	Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.	2017 - 2018 (Fall)	Survey	Anthropology 110 Cultural Anthropology Two sections of cultural anthropology completed self-evaluation forms as follows for 5 SLOs as follows for 86 students: A) Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. 5=13 students 4=36 3=31 2=5 1=0 0=1 13 students felt capable of explaining everything, 36 could explain most the material, 31 felt competent but could not explain it well, 5 felt some level of confusion and 1 student was confused about most of it.	Achieved Goal	86	80

Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 2	Recognize the methods, theories and perspectives used to study and understand human cultures.	2017 - 2018 (Fall)	Survey	B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 3=28 2=7 1=1 0=0 9 students felt capable of explaining everything, 38 could explain most of it, 28 felt competent but could not explain it to others, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from primarily text chapters 1,2,3,15,16 but also	Achieved Goal	86	75
Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 3	Explain the importance of the ethnographic method in the study of culture.	2017 - 2018 (Fall)	Survey	C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 1=6 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt competent but confusion in one area, 6 felt more confusion and one student felt confused about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of	Achieved Goal	86	59
Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 4	Employ the relativist perspective while discussing cultural variation.	2017 - 2018 (Fall)	Survey	5=11 4=21 3=33 2=12 1=3 0=2 11 students felt capable of explaining everything, 21 could explain most of it, 33 felt competent but could not explain it to others, 12 felt some confusion, 3 felt more confusion and 2 did not learn it at all.	Achieved Goal	86	65
Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 5	Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.	2017 - 2018 (Fall)	Survey	D) Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 1=1 0=1 18 students felt competent enough to explain everything, 42 felt they could explain most of it, 15 felt competent but not enough to explain it, 5 felt some level of confusion about	Achieved Goal	86	75
Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 6	Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.	2017 - 2018 (Fall)	Survey	E) Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. 5=14 4=27 3=33 2=6 1=2 0=1 14 students felt competent to explain everything, 27 could explain most, 33 felt competent but could not explain it, 6 felt confusion in at least one area, 2 felt more	Achieved Goal	86	74

Discipline - Anthropology	ANTH 110	Cultural Anthropology	SLO 7	Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.	2017 - 2018 (Fall)	Survey	F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5= 16 4=25 3=21 2=17 1=3 0=1 16 felt competent to explain everything, 25 could explain most of it, 21 felt competent but not able to explain it, 17 felt confused in at least one area, 3 felt more confusion and one student did not learn it at all. The material covered by this SLO would SLOs Fall, 2017 Anthropology, Michele Titus Anth 125 Physical Anthropology total students = 40 Student Learning Objectives were rated by students 0-5, 0= no knowledge 1= some knowledge but much confusion overall 2=some knowledge with confusion in some areas 3=competent but could not explain it 4=competent and could explain most of it 5=competent and could explain all of it 3 Learning objectives were surveyed, students evaluated themselves as follows: A) Explain (orally and in writing) the relationship and intersection of genetic diversity, evolution, natural selection, and the environment among other themes as they relate to primates and hominins (archaic and modern) in the biological continuum. 5=0 students 4=25 3=13 2=2 1=0 0=0	Achieved Goal	86	62
Discipline - Anthropology	ANTH 125	Physical Anthropology	SLO 1	Explain (orally and in writing) the relationship and intersection of genetic diversity, evolution, natural selection, and the environment among other themes as they relate to primates and hominins (archaic and modern) in the biological continuum.	2017 - 2018 (Fall)	Survey	B) Analyze, explain (orally and in writing), and apply key anthropological theories, concepts and terms to various physical anthropology issues. 5=4 students 4=16 3=16 2=4 1=0 0=0 4 students felt capable of explaining everything, over 3/4 of the students felt they were competent, half of them felt capable of explaining most of it, 4 students had some knowledge but felt some confusion. The material in the course related to this C) Communicate knowledge of physical anthropology by using written, oral and other technologically oriented modalities. 5= 4 students 4=18 3=15 2=2 1=1 4 students felt capable of explaining everything, more than 3/4 of the students felt competent and more than half of those felt they could explain most of the material, while 2 students felt confusion, though knowledgeable, and 1 student felt much	Achieved Goal	40	38
Discipline - Anthropology	ANTH 125	Physical Anthropology	SLO 2	Analyze, explain (orally and in writing), and apply key anthropological theories, concepts and terms to various physical anthropology issues	2017 - 2018 (Fall)	Survey	100% of students improved based on a pre and post fitness test.	Achieved Goal	40	36
Discipline - Anthropology	ANTH 125	Physical Anthropology	SLO 3	Communicate knowledge of physical anthropology by using written, oral and other technologically oriented modalities	2017 - 2018 (Fall)	Survey	100% of students improved based on a pre and post swim test.	Achieved Goal	37	37
Discipline - Aquatics	AQUA 109.1	Water Polo I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning	2016 - 2017 (Fall)	Pre and Post Test		Achieved Goal	12	12 Student success confirms the merits of the current approaches of this class.
Discipline - Aquatics	AQUA 109.1	Water Polo I	SLO 2	Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at the beginning level	2016 - 2017 (Fall)	Pre and Post Test		Achieved Goal	12	12 Student success confirms the merits of current approach of this class.

Discipline - Aquatics	AQUA 109.2	Water Polo II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post fitness test.	Achieved Goal	1	1 Student success confirms the merits of the current approaches to this class.
Discipline - Aquatics	AQUA 109.2	Water Polo II	SLO 2	Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly as modified for the sport of Water Polo at an	2016 - 2017 (Fall)	Pre and Post Test	100% of students showed improvement based on a pre and post swim test.	Achieved Goal	1	1 Student success confirms the merits of the current approach of this class.
Discipline - Aquatics	AQUA 109.3	Water Polo III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merits of the current approaches to this class.
Discipline - Aquatics	AQUA 109.3	Water Polo III	SLO 2	Demonstrate knowledge of the various strokes modified for Water Polo; freestyle, breast stroke, back stroke and butterfly at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post swim test.	Achieved Goal	2	2 Student success confirms the merits of the current approaches of this class.
Discipline - Aquatics	AQUA 109.4	Water Polo IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students showed improvement via a pre and post fitness test.	Achieved Goal	1	1 Student success confirms the merits of the current approach of this class.
Discipline - Aquatics	AQUA 109.4	Water Polo IV	SLO 2	Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly as modified for the sport of Water Polo at an expert	2016 - 2017 (Fall)	Pre and Post Test	100% of the students showed improvement via a pre and post swim test.	Achieved Goal	1	1 Student success confirms the merits of the current approach to this class.
Discipline - Aquatics	AQUA 127.1	Swim Stroke Development I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post fitness test.	Achieved Goal	8	8 Student success confirms the merits of the current approach to this class.
Discipline - Aquatics	AQUA 127.1	Swim Stroke Development I	SLO 2	Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post swim test.	Achieved Goal	8	8 Student success confirms the merits of the current approach to this class.
Discipline - Aquatics	AQUA 127.2	Swim Stroke Development II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	1	1 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 127.2	Swim Stroke Development II	SLO 2	Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	1	1 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 127.3	Swim Stroke Development III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 127.3	Swim Stroke Development III	SLO 2	Demonstrate biomechanical knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at an advanced	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to the class.
Discipline - Aquatics	AQUA 127.4	Swim Stroke Development IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 127.4	Swim Stroke Development IV	SLO 2	Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.1	Individual Swim Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	89% of the students improved via a pre and post fitness test.	Achieved Goal	27	27 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.1	Individual Swim Conditioning I	SLO 2	Demonstrate knowledge of various exercises and stroke mechanics used in swimmine at a beginning level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	27	27 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.2	Individual Swim Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	83% of the students improved via a pre and post fitness test.	Achieved Goal	6	6 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.2	Individual Swim Conditioning II	SLO 2	Demonstrate knowledge of various exercises used in Aqua Conditioning at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	6	6 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.3	Individual Swim Conditioning III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.3	Individual Swim Conditioning III	SLO 2	Demonstrate knowledge of various exercises used in Aqua Conditioning at an advanced level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.4	Individual Swim Conditioning IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Discipline - Aquatics	AQUA 133.4	Individual Swim Conditioning IV	SLO 2	Demonstrate knowledge of various exercises used in Aqua Conditioning at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, importance and approximate date	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, importance and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49

Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 (Summer)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their creation	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their creation	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 (Summer)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Discipline - Art	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Discipline - Art	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 1	Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Discipline - Art	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art of the period in order to place them in their art historical context	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Discipline - Art	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the Renaissance and Baroque periods	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Discipline - Art	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 4	Understand works of art from the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their creation	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Discipline - Art	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 5	Critique in an original manner the form and content of a work of art from the period using, in a general way, the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Discipline - Art	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 1	Recognize and identify the most important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Discipline - Art	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art from the 18th to 20th century in order to place them in their art historical context	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Discipline - Art	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition from the 18th to the 20th century	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Discipline - Art	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 4	Understand works of art of the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their creation	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Discipline - Art	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 5	Critique in an original manner the form and content of works of art from the 18th to the 20th century using the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Discipline - Art	ART 200	Fine Art Portfolio Preparation	SLO 1	Initiate, develop and complete individual projects designed to form a cohesive body of work.	2016 - 2017 (Spring)	Portfolio	Individual projects are assessed throughout the course through discussion, critique, portfolios and exhibitions.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Discipline - Art	ART 200	Fine Art Portfolio Preparation	SLO 2	Lead a discussion and critique in small groups.	2016 - 2017 (Spring)	Discussion	SLO #2 is assessed throughout the semester through group discussions and small group critiques.	Achieved Goal	7	5 5 out of 7 students successfully completed this SLO; therefore, although primarily successful, more steps need to be taken in the future to ensure that all students are able to lead discussions and critiques.
Discipline - Art	ART 200	Fine Art Portfolio Preparation	SLO 3	Identify and develop personal style and aesthetic in one's chosen field.	2016 - 2017 (Spring)	Assignment/Project	Creation of art pieces and ongoing critiques insure that this SLO will be met.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.

Discipline - Art	ART 200	Fine Art Portfolio Preparation	SLO 4	Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the public.	2016 - 2017 (Spring)	Capstone Project	Students created web sites, resumes and presented their work both orally and visually.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Discipline - Art	ART 200	Fine Art Portfolio Preparation	SLO 5	Identify and create promotional materials such as a resume, written statement, hard copy and digital portfolios and web presence.	2016 - 2017 (Spring)	Capstone Project	Part of the capstone project of this course, similar to SLO #4.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Discipline - Art	ART 200	Fine Art Portfolio Preparation	SLO 6	Investigate appropriate venues for portfolio submission.	2016 - 2017 (Spring)	Capstone Project	SLO #6 resulted in a successful exhibition of the student's work.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Discipline - Art	ART 201	Drawing and Composition I	SLO 1	Develop and apply the principles of composition (design and organization) in drawing.	2017 - 2018 (Fall)	Portfolio	Average for 3 sections of this class is 90%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Discipline - Art	ART 201	Drawing and Composition I	SLO 2	Demonstrate observational skills and proportional measurement.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 90%	Achieved Goal	80	72 Confirmed the merits of the current approach
Discipline - Art	ART 201	Drawing and Composition I	SLO 3	Use value and planes to describe forms and space.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 86%	Achieved Goal	80	70 While fairly successful, this is an area that we can improve upon and will stress in future semesters.
Discipline - Art	ART 201	Drawing and Composition I	SLO 4	Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 87%	Achieved Goal	80	70 Each section had a widely different outcome for this SLO, which points out that the three instructors need to coordinate better in terms of this unit.
Discipline - Art	ART 201	Drawing and Composition I	SLO 5	Use a variety of drawing materials and techniques.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 93%	Achieved Goal	80	75 Two instructors reported 100%, one reported 77%. The 77% instructor obviously needs to expand upon the variety of drawing materials and techniques used in his class in relation to the others.
Discipline - Art	ART 201	Drawing and Composition I	SLO 6	Employ a variety of line and mark making approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 97%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Discipline - Art	ART 201	Drawing and Composition I	SLO 7	Manipulate line, form, value and composition in order to develop expressive content.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 70%	Did Not Achieve Goal	80	56 This SLO needs to be revised, since Art 204 focuses on drawing techniques, not expressive content.
Discipline - Art	ART 201	Drawing and Composition I	SLO 8	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Spring)	Portfolio	Average of three sections is 95%	Achieved Goal	80	76 Since Art 201 (now 204) was granted CSM GE status, all three instructors emphasize both written and oral reports and the results of this SLO show that this goal is being met.
Discipline - Art	ART 201	Drawing and Composition I	SLO 9	Recognize historical and contemporary developments, critical trends, materials and approaches in drawing.	2017 - 2018 (Spring)	Portfolio	Average of three courses is 90%	Achieved Goal	80	72 One instructor of the three reported a much lower score than the others on this SLO, pointing to the fact that this instructor needs to emphasize this SLO more in her class than she has been.
Discipline - Art	ART 202	Drawing and Composition II	SLO 1	Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media formats and	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current approach.
Discipline - Art	ART 202	Drawing and Composition II	SLO 2	Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: A. Subjective and expressive uses of value, techniques and concepts of abstraction or non-objective art, B. Experimentation with combinations of wet and dry mediums, C. Observational, expressive, and conceptual analysis or application of color, Application and drawing techniques for a variety of color media, D. Non-traditional	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merit of the current approaches.
Discipline - Art	ART 202	Drawing and Composition II	SLO 3	Construct and prepare appropriate supports and surfaces for mixed media drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merit of the current approaches.
Discipline - Art	ART 202	Drawing and Composition II	SLO 4	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current methodologies.
Discipline - Art	ART 202	Drawing and Composition II	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current methodologies.
Discipline - Art	ART 202	Drawing and Composition II	SLO 6	Develop and express ideas and concepts through verbal and visual means.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current approaches.
Discipline - Art	ART 206	Figure Drawing and Portraiture	SLO 1	Create a portfolio of figurative drawings 18" x 24" or larger which demonstrate an ability to understand and interpret potential motion, weight and gesture in the live model.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working. Average score for the entire class	Achieved Goal	17	15 Confirmed the merits of the current approaches, Examine why just a few students seem to be falling through the cracks.

Discipline - Art	ART 206	Figure Drawing and Portraiture	SLO 2	Demonstrate in their drawings the ability to capture the live model based on line and gesture within ten minutes.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working, however, we need to see how we can help the few students falling through the cracks.
Discipline - Art	ART 206	Figure Drawing and Portraiture	SLO 3	Plan and execute figurative artwork in a variety of media including, but not limited to, charcoal, conte, ink, pastel and mixed media.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working; however, we need to figure out ways to help the few students who are falling through the cracks.
Discipline - Art	ART 206	Figure Drawing and Portraiture	SLO 3 (Archived 2016)	Demonstrate in their drawings proficiency in describing and interpreting the human head and hands in a portrait.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Not sure why this SLO was archived, but it is vital to the success of students in the class.
Discipline - Art	ART 206	Figure Drawing and Portraiture	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed the merits of the current approach, although we would like to examine why just a few students don't succeed.
Discipline - Art	ART 206	Figure Drawing and Portraiture	SLO 5	Execute figurative drawings that demonstrate an understanding of the use of the human figure in modern and contemporary art.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current approaches are working, but we'd like to figure out ways to help the few students who are falling through the cracks.
Discipline - Art	ART 207	Life Drawing	SLO 1	Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Discipline - Art	ART 207	Life Drawing	SLO 2	Develop expressive content through manipulation of line, form, value, composition posture, and anatomical relationships.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Discipline - Art	ART 207	Life Drawing	SLO 3	Evaluate and critique class projects using relevant terminology in oral or written formats.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Discipline - Art	ART 207	Life Drawing	SLO 4	Examine and describe the major historical, contemporary, and critical trends in figure drawing.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Discipline - Art	ART 213	Life Drawing II	SLO 1	Articulate, orally and in writing, interpretations of the drawing and painting of the human form within various environments as an alternative method of communication, principally as expressions of self, personal	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 213	Life Drawing II	SLO 2	Conceptualize, formulate, and analyze strategies to create drawings of the human form with narrative context using a range of different techniques and drawing mediums	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 213	Life Drawing II	SLO 3	Construct a drawing of the figure that demonstrates knowledge of basic anatomical structure, both from observation and from memory	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 214	Color	SLO 1	Discriminate variations in colors with extreme visual sensitivity to the optical effects of color relativitv.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Discipline - Art	ART 214	Color	SLO 2	Demonstrate an aesthetic appreciation of color in any color medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Discipline - Art	ART 214	Color	SLO 3	Critically analyze and evaluate their own color choices and that of professional artists.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Discipline - Art	ART 214	Color	SLO 4	Apply the theoretical process of mixing any color in a wet medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Discipline - Art	ART 214	Color	SLO 5	Create both harmonies and discords in color and discern the expressive and informative value of both.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Discipline - Art	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil paintine materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Discipline - Art	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Students cannot proceed in class without this knowledge; therefore, all who complete the course are successful.
Discipline - Art	ART 223	Oil Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Design is a recommended but not required pre-req for this course. Perhaps this should be re-visited so that it becomes a pre-req.
Discipline - Art	ART 223	Oil Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Color is a recommended but not required pre-req for this class. Perhaps this should be revisited and Color should be a required pre-req.

Discipline - Art	ART 223	Oil Painting I	SLO 4	Construct and prepare oil painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Students cannot complete or continue the course without this knowledge; therefore, all are successful.
Discipline - Art	ART 223	Oil Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Discipline - Art	ART 223	Oil Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approach.
Discipline - Art	ART 223	Oil Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100	Achieved Goal	11	11 Confirmed the merits of the current approach.
Discipline - Art	ART 223	Oil Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approach.
Discipline - Art	ART 224	Oil Painting II	SLO 1	Paint technically-sound oil paintings based upon light theory, color, composition and drawing.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 224	Oil Painting II	SLO 2	Understand and implement the construction and methodology of oil painting, including supports, grounds, mediums, solvents, brushes and paint properties.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 224	Oil Painting II	SLO 3	Learn and create a variety of oil painting techniques including underpainting (grisaille and wipe-out methods) a la prima and block-in-out	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 224	Oil Painting II	SLO 4	Demonstrate knowledge and understanding of art history and how it relates to oil painting, their own painting and various contemporary styles and movements.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 224	Oil Painting II	SLO 5	Formulate an art vocabulary and visual "eye" through individual and group critiques.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 224	Oil Painting II	SLO 6	Make choices and decisions about his or her personal direction and voice as an artist.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 224	Oil Painting II	SLO 7	Use painting as a critical thinking tool to examine, observe, discover and create what was previously unseen or unknown about themselves, art and	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Discipline - Art	ART 225	Acrylic Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of acrylic painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Discipline - Art	ART 225	Acrylic Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Discipline - Art	ART 225	Acrylic Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	10	10 Color (Art 214) is a recommended but not required pre-req for this course, but perhaps this should be re-examined to make it a requirement.
Discipline - Art	ART 225	Acrylic Painting I	SLO 4	Construct and prepare acrylic painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	10	10 Some people have difficulty using staple guns and manipulating canvas because of arthritis. I usually make a canvas for them as a demo, but in some cases, going forward, they will rely on premade canvases. I do not press the issue, but I tell them I am available to help them whenever they need it.
Discipline - Art	ART 225	Acrylic Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Discipline - Art	ART 225	Acrylic Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Discipline - Art	ART 225	Acrylic Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Discipline - Art	ART 225	Acrylic Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Discipline - Art	ART 226	Acrylic Painting II	SLO 1	Construct acrylic paintings using supports, grounds, mediums, brushes and paints with increased technical	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Discipline - Art	ART 226	Acrylic Painting II	SLO 2	Create a portfolio of acrylic paintings based on an understanding of light theory, color, composition and	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Discipline - Art	ART 226	Acrylic Painting II	SLO 3	Paint mixed media collage compositions using acrylic mediums.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Discipline - Art	ART 226	Acrylic Painting II	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Discipline - Art	ART 226	Acrylic Painting II	SLO 5	Identify and create paintings based on an underlying abstract structure.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Discipline - Art	ART 231	Watercolor I	SLO 1	Create paintings that evince a working knowledge of the physical properties of watercolor painting materials.	2016 - 2017 (Spring)	Portfolio	94% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.

Discipline - Art	ART 231	Watercolor I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2016 - 2017 (Spring)	Portfolio	84% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 231	Watercolor I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2016 - 2017 (Spring)	Portfolio	86% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 231	Watercolor I	SLO 4	Construct and prepare watercolor painting surfaces and supports.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 231	Watercolor I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2016 - 2017 (Spring)	Portfolio	86% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 231	Watercolor I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 231	Watercolor I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Portfolio	94% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 231	Watercolor I	SLO 8	Safely handle and use studio painting materials and equipment.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Discipline - Art	ART 232	Watercolor II	SLO 1	Apply and practice the techniques learned in Watercolor I.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Discipline - Art	ART 232	Watercolor II	SLO 2	Employ advanced watercolor techniques in paintings.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Discipline - Art	ART 232	Watercolor II	SLO 3	Construct paintings with advanced compositional skills.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Discipline - Art	ART 232	Watercolor II	SLO 4	Experiment with different watercolor styles, techniques and materials.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Discipline - Art	ART 232	Watercolor II	SLO 5	Discuss and evaluate watercolor techniques and art concepts.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Discipline - Art	ART 244	Oil Painting III	SLO 1	Demonstrate knowledge of in-depth concepts and techniques learned in Oil Painting II.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	2	2 Confirmed the merits of the current approaches.
Discipline - Art	ART 244	Oil Painting III	SLO 2	Apply advanced oil paint techniques in paintings.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	2	2 Confirmed the merits of the current approaches.
Discipline - Art	ART 247	Oil Painting IV	SLO 1	Demonstrate knowledge of in-depth concepts and techniques learned in Oil Painting III.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 247	Oil Painting IV	SLO 2	Apply advanced oil paint techniques in paintings.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 251	Acrylic Painting III	SLO 1	Gain further experience in exploring themes, techniques, and acrylic media, towards confident application of paint and creation unique personal style.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 251	Acrylic Painting III	SLO 2	Gain experience in the use of various acrylic polymer mediums, including gloss and matte medium and varnish, and the techniques of gilding with faux gold, copper and silver leaf.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 251	Acrylic Painting III	SLO 3	Learn the techniques of gilding with faux gold, copper and silver leaf.	2017 - 2018 (Fall)	Portfolio	85% successful	Did Not Achieve Goal	3	3 Suggests a need for a new approach.
Discipline - Art	ART 251	Acrylic Painting III	SLO 4	Experiment with two distinct tonal grisaille under paintings, applying dark glazes and scumbling highlights applied in multiple layers, to create luminosity and chiaroscuro.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 251	Acrylic Painting III	SLO 5	Analyze abstraction in hard edge technique looking at art historical precedents.	2017 - 2018 (Fall)	Portfolio	90% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 251	Acrylic Painting III	SLO 6	Create impermeable hard edge masked edges in combined figurative and abstract images, analyzing the simultaneous effects of composition and color within a given format.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 251	Acrylic Painting III	SLO 7	Demonstrate an increased awareness of art historical styles and how they contribute to and inform contemporary nonmodern image making.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	3	3 Confirmed the merits of the current approaches.
Discipline - Art	ART 252	Acrylic Painting IV	SLO 1	Apply working knowledge from Acrylic I, II, and III, exploiting various acrylic media, techniques, color theory, compositional concepts and art historical precedents.	2017 - 2018 (Fall)	Portfolio	This section had 0 enrollment for fall 2017 semester	Inconclusive	0	0 Suggests a need to encourage students to continue painting after Acrylic III.
Discipline - Art	ART 252	Acrylic Painting IV	SLO 2	Learn and complete contemporary advanced acrylic painting techniques such as water media effects, subtractive painting, pours, acrylic encaustic, image transfers, texture, collage and mixed media, monoprints, and relief printing.	2017 - 2018 (Fall)	Portfolio	This section had 0 students enrolled for fall 2017.	Inconclusive	0	0 Suggests a need to encourage students to continue painting after Acrylic III.

Discipline - Art	ART 252	Acrylic Painting IV	SLO 3	Build and prime 4 or 5 canvases 16? x 20? or larger.	2017 - 2018 (Fall)	Portfolio	This section of Acrylic painting had 0 students enrolled in fall 2017.	Inconclusive	0	0	Suggests a need to encourage students to continue painting after Acrylic III.
Discipline - Art	ART 350	Visual Perception	SLO 1	Use the photographic medium as a means of personal expression.	2016 - 2017 (Fall)	Portfolio	80% were able to use the photographic medium to express their ideas and feelings.	Achieved Goal	10	10	8 Continue using the "fine-art" approach to teaching visual perception.
Discipline - Art	ART 350	Visual Perception	SLO 2	Demonstrate a knowledge and understanding of the camera.	2016 - 2017 (Fall)	Survey	44% state that they can't use their cameras with proficiency	Did Not Achieve Goal	10	10	6 Develop newer approaches to teaching the camera, thus increasing understanding of depth of field and depiction of motion. Spend more time in the "field" with students, rather than discussing in the classroom.
Discipline - Art	ART 350	Visual Perception	SLO 3	Create effective photographic compositions using the design principles of visual perception.	2016 - 2017 (Fall)	Portfolio	70% were able utilize design principles in their compositions.	Did Not Achieve Goal	10	10	3 Develop clearer instruction and demonstration of composition, simplify and encourage students to try different approaches.
Discipline - Art	ART 350	Visual Perception	SLO 4	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	90% of the students were able clearly articulate meaning and intent.	Achieved Goal	10	10	9
Discipline - Art	ART 353	Advanced Black and White Photography	SLO 2	Demonstrate a refined knowledge and understanding of effective	2016 - 2017 (Fall)	Portfolio	90% Good result, learning about composition by creating a portfolio of	Achieved Goal	18	18	17
Discipline - Art	ART 353	Advanced Black and White Photography	SLO 3	Demonstrate a knowledge and understanding of studio lighting	2016 - 2017 (Fall)	Assignment/Project	70% success rate for those students choosing to work in the studio. Most need more than one session to develop greater	Inconclusive	7	7	5
Discipline - Art	ART 353	Advanced Black and White Photography	SLO 4	Demonstrate a refined control of film processing.	2016 - 2017 (Fall)	Assignment/Project	95% success. They have developed film development skills in the prerequisite	Achieved Goal	20	20	19
Discipline - Art	ART 353	Advanced Black and White Photography	SLO 5	Create a portfolio of well-crafted B&W photographs.	2016 - 2017 (Fall)	Portfolio	85% of the class produced a portfolio of well crafted photographs.	Achieved Goal	20	20	17
Discipline - Art	ART 383	Intermediate Digital Photography	SLO 1	Create an original photographic portfolio.	2016 - 2017 (Fall)	Portfolio	90% were able to create an original portfolio.	Achieved Goal	20	20	18 This course is cross listed with advanced digital photography (Art 384) and the combination of intermediate and advanced students allows positive interaction between both classes and produces greater success opportunities.
Discipline - Art	ART 383	Intermediate Digital Photography	SLO 2	Demonstrate through the portfolio effective use of the digital darkroom to produce professional prints.	2016 - 2017 (Fall)	Portfolio	90% The students are able to achieve portfolio success due to the two suites portfolios, allowing acute concentration with the assignments	Achieved Goal	20	20	18 Continue the 2 suite assignment structure.
Discipline - Art	ART 383	Intermediate Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	80% success rate.	Achieved Goal	20	20	16
Discipline - Art	ART 383	Intermediate Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Assignment/Project	70% success rate	Inconclusive	20	20	14 Send students to the writing lab for help for those who struggle due, to students to llanguage issues.
Discipline - Art	ART 384	Advanced Digital Photography	SLO 1	Demonstrate, through his or her photographs, a knowledge of an understanding of effective composition.	2016 - 2017 (Fall)	Portfolio	80%	Achieved Goal	10	10	8 Students are subject to higher standards of composition and visual organization. I plan to add an additional assignment based in developing students understanding of figure ground principals.
Discipline - Art	ART 384	Advanced Digital Photography	SLO 2	Demonstrate use of the digital darkroom to produce a professional	2016 - 2017 (Fall)	Portfolio	90% success rate	Achieved Goal	20	20	18
Discipline - Art	ART 384	Advanced Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	100% Advanced students have has several classes to develop artistic perspective.	Achieved Goal	20	20	20
Discipline - Art	ART 384	Advanced Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Essay	80% were able to write and evaluate their work and the work of professionals inter museum report and verbally during the critique.	Inconclusive	20	20	16 Results are difficult to assess due to students temperament, introverts tend to do well in the written portions of evaluation, but often have trouble speaking up during critiques. I suspect that the "silent" students are able to provide critical evaluations, but have trouble speaking up in class. I respect their introverted tendencies , and base my evaluations on the written museum reports.
Discipline - Art	ART 388	Master Photography Portfolio	SLO 1	Create an original photographic portfolio.	2016 - 2017 (Fall)	Portfolio	100% success. Advanced students who take this course have developed	Achieved Goal	1	1	1
Discipline - Art	ART 388	Master Photography Portfolio	SLO 2	Develop a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	proficiency and continue towards mastery. 100% Advanced students who take this course have developed proficiency and continue towards mastery.	Achieved Goal	1	1	1
Discipline - Art	ART 388	Master Photography Portfolio	SLO 3	Develop an artistic statement to support their portfolio.	2016 - 2017 (Fall)		100% Advanced students who take this course have developed proficiency and continue towards mastery.	Achieved Goal	1	1	1
Discipline - Art	ART 388	Master Photography Portfolio	SLO 4	Create multiple methods of presenting their portfolio.	2016 - 2017 (Fall)	Portfolio	100% success. They have developed the digital skills to record and display their portfolios in a professional manner.	Achieved Goal	1	1	1
Discipline - Art	ART 388	Master Photography Portfolio	SLO 5	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Assignment/Project	100% were able to write museum report on a photographer of their own choice.	Achieved Goal	1	1	1

Discipline - Art	ART 393	Experimental Photography 3	SLO 2	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	60% A large majority of students were able to write an analysis of a documentary photographer, and did an outstanding job of seeing the point of view and balance of the artist's photographs	Achieved Goal	5	4
Discipline - Art	ART 394	Experimental Photography 4	SLO 1	Demonstrate, through their photographs, a mastery of photographic techniques, including: Infra-red; negative image; multiple imagery; hand-coloring; cyanotype; and photo etching.	2016 - 2017 (Fall)	Portfolio	80% demonstrated their mastery of techniques	Achieved Goal	10	8 Several students have said that there are too many assignment options. I plan to reduce the variety of assignments and let them work with fewer options.
Discipline - Art	ART 394	Experimental Photography 4	SLO 2	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Assignment/Project	100%	Achieved Goal	2	2
Discipline - Art	ART 398	Documentary Photography 3	SLO 3	Demonstrate through photographs an adherence to truthful digital editing	2016 - 2017 (Fall)	Portfolio	100% Students understand that documentary photographs must not be altered, to do so is called "pixel re-manning" and if done invalidates the photo	Achieved Goal	4	4
Discipline - Art	ART 398	Documentary Photography 3	SLO 4	Critically analyze their own work, the work of peers, and the work of professional documentary photographers	2016 - 2017 (Fall)	Essay	80% Most students were able to critically analyze their own work, but some struggled with work done by professionals. This may be due to unclear photography with mixed messages.	Achieved Goal	5	4 Require that students analyze the work of more established photographers like W.Eugene Smith, for example. Their work is clearer and less ambiguous.
Discipline - Art	ART 399	Documentary Photography 4	SLO 1	Create a capstone project, a portfolio of documentary photographs done in collaboration with other students that express multiple points of view	2016 - 2017 (Fall)	Portfolio	100%. Student produced outstanding work, and produced superior portfolios.	Achieved Goal	1	1
Discipline - Art	ART 399	Documentary Photography 4	SLO 2	Demonstrate through photographs an adherence to truthful digital editing	2016 - 2017 (Fall)	Portfolio	100% This is a basic rule of documentary photography and students have no trouble understanding and following the rules of truthful photography	Achieved Goal	1	1
Discipline - Art	ART 399	Documentary Photography 4	SLO 3	Critically analyze their own work, the work of peers, and the work of professional documentary photographers	2016 - 2017 (Fall)	Essay	100% Most students were able to critically analyze their own work, but some struggled with work done by professionals. This may be due to unclear photography with mixed messages	Achieved Goal	1	1
Discipline - Art	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Assignment/Project	10 of 11	Achieved Goal	11	10
Discipline - Art	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least min number of works	Achieved Goal	11	10
Discipline - Art	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least one work	Achieved Goal	11	10
Discipline - Art	ART 405	Sculpture I	SLO 2	Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage etc.) in a safe and	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10 student success was good
Discipline - Art	ART 405	Sculpture I	SLO 3	Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10
Discipline - Art	ART 405	Sculpture I	SLO 4	Create sculptural works that demonstrate understanding of representational, abstract, non-objective or conceptual imagery	2016 - 2017 (Spring)		10 of 11	Achieved Goal	11	10
Discipline - Art	ART 405	Sculpture I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in	2016 - 2017 (Spring)	Assignment/Project	8 of 11 completed written assignment.	Achieved Goal	11	8
Discipline - Art	ART 405	Sculpture I	SLO 6	Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology	2016 - 2017 (Spring)	Survey	8 of 11 completed the course and passed the class.	Achieved Goal	11	8
Discipline - Art	ART 405	Sculpture I	SLO 7	Safely utilize tools and specialized equipment.	2016 - 2017 (Spring)	Survey	all student used tools safely, no injuries.	Achieved Goal	11	11
Discipline - Art	ART 406	Sculpture II	SLO 1	Complete a sculpture by constructing or eliminating material of student's choice. Examples of media are wood, metal, stone	2016 - 2017 (Spring)	Assignment/Project	three completed the work. I am waiting to see the fourths work.	Achieved Goal	4	3
Discipline - Art	ART 406	Sculpture II	SLO 2	Construct works of structural integrity.	2016 - 2017 (Spring)	Assignment/Project	3 of completed the work	Achieved Goal	4	3
Discipline - Art	ART 409	Sculpture III Extended Expertise	SLO 1	Complete original works at a more advanced level than what is required in Art 406.	2016 - 2017 (Spring)	Assignment/Project	100%	Achieved Goal	2	2
Discipline - Art	ART 409	Sculpture III Extended Expertise	SLO 2	Demonstrate the ability to work with a second medium at an intermediate or advanced level.	2016 - 2017 (Spring)	Assignment/Project	100%	Achieved Goal	2	2
Discipline - Art	ART 410	Sculpture IV Advanced Expression	SLO 1	Successfully complete project or images in 3d of the highest standard.	2016 - 2017 (Spring)	Assignment/Project	all completed ass	Achieved Goal	6	6
Discipline - Art	ART 410	Sculpture IV Advanced Expression	SLO 2	Document or present work in a gallery or public setting.	2016 - 2017 (Spring)	Other	3 of 6 showed work	Achieved Goal	6	3
Discipline - Art	ART 411	Ceramics I	SLO 1	Differentiate clay varieties and ceramic processes	2016 - 2017 (Spring)	Portfolio	completed projects	Achieved Goal	15	14

Discipline - Art	ART 411	Ceramics I	SLO 2	Create ceramic forms utilizing pinch, coil, soft slab, hard slab and throwing techniques	2016 - 2017 (Spring)	Portfolio	completed works	Achieved Goal	15	14
Discipline - Art	ART 411	Ceramics I	SLO 3	Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them throughout history	2016 - 2017 (Spring)	Portfolio	did project.	Achieved Goal	15	14
Discipline - Art	ART 411	Ceramics I	SLO 4	Produce and apply surface treatment to a variety of different forms	2016 - 2017 (Spring)	Assignment/Project	all completed work	Achieved Goal	15	15
Discipline - Art	ART 411	Ceramics I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics	2016 - 2017 (Spring)	Essay	Completed written assignment	Achieved Goal	15	14
Discipline - Art	ART 411	Ceramics I	SLO 6	Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology	2016 - 2017 (Spring)	Discussion	all student participated	Achieved Goal	15	14
Discipline - Art	ART 411	Ceramics I	SLO 7	Safely handle and use all studio equipment, tools, and materials	2016 - 2017 (Spring)		no serious accidents	Achieved Goal	15	15
Discipline - Art	ART 412	Ceramics II	SLO 1	Experiment with glazes (various ceramic chemicals).	2016 - 2017 (Spring)	Presentation/Performance	12 Of 12 completed at least one blaze test	Achieved Goal	12	12
Discipline - Art	ART 412	Ceramics II	SLO 2	Demonstrate ability manipulate material to form cohesive clay objects.	2016 - 2017 (Spring)	Portfolio	11 of 12 completed enough to pass class	Achieved Goal	12	11
Discipline - Art	ART 412	Ceramics II	SLO 3	Apply glazes in an affective and (or) aesthetic manner.	2016 - 2017 (Spring)	Portfolio	11 of 12 completed required work to the standard required	Achieved Goal	12	11
Discipline - Art	ART 417	Ceramics Glaze	SLO 1	Articulate, orally and/or in writing, interpretations of the ceramic surface viewed as an alternative method of communication, principally as expressions of self, personal	2016 - 2017 (Spring)	Portfolio	good student finish all assignments	Achieved Goal	1	1
Discipline - Art	ART 417	Ceramics Glaze	SLO 2	Complete works by conceptualizing, formulating and analyze strategies to manifest ideas into intermediate level artworks in ceramic	2016 - 2017 (Spring)	Portfolio	good student finish all assignments	Achieved Goal	1	1
Discipline - Art	ART 417	Ceramics Glaze	SLO 3	Formulate, calculate and test a ceramics glaze.	2016 - 2017 (Spring)	Portfolio	good student finish all assignments	Achieved Goal	1	1
Discipline - Art	ART 418	Ceramics III	SLO 1	Student will learn to safely use the tools, techniques, and materials associated with ceramic art.	2016 - 2017 (Spring)	Other	no accidents	Achieved Goal	17	17
Discipline - Art	ART 418	Ceramics III	SLO 2	Students will demonstrate the skills necessary to complete work of a high order.	2016 - 2017 (Spring)		every student completed every project	Achieved Goal	17	17
Discipline - Art	ART 418	Ceramics III	SLO 3	Conceptualize and bring to fruition works showing an advanced level of	2016 - 2017 (Spring)	Portfolio	every student completed every project	Achieved Goal	17	17
Discipline - Art	ART 418	Ceramics III	SLO 4	Students will be able to demonstrate their ability to express their ascetics in a written or oral format.	2016 - 2017 (Spring)	Discussion	100% participation.	Achieved Goal	17	17
Discipline - Astronomy	ASTR 200	Introduction to Astrophysics	SLO 1	Describe the underlying principles of spectral line formation as applied to stars and stellar systems.	2016 - 2017 (Fall)	Exam	On quiz 2, students were asked to do a problem with the Boltzmann equation. This equation is important when determining the probability of spectral line formation. Three out of four students solved the problem correctly, while the 4th student	Achieved Goal	4	3 Since three of the students solved the problem correctly and a fourth solved half of the problem, the approach in introducing this material to students is working. No further analysis is necessary.
Discipline - Astronomy	ASTR 200	Introduction to Astrophysics	SLO 1	Describe the underlying principles of spectral line formation as applied to stars and stellar systems.	2016 - 2017 (Fall)	Exam	On quiz 2, students were asked to do a problem with the Boltzmann equation. This equation is important when determining the probability of spectral line formation. Three out of four students solved the problem correctly, while the 4th student	Achieved Goal	4	3 Since three out of four students solved this problem correctly and the fourth student solved most of the problem correctly, no further analysis is necessary.
Discipline - Astronomy	ASTR 200	Introduction to Astrophysics	SLO 2	Evaluate the significance of the inner Lagrangian point in the mass transfer within a contact binary.	2016 - 2017 (Fall)	Exam	The final exam problem given was an evaluation of the location and stability of Lagrangian points in the Earth-Sun system. All four students answered the question correctly.	Achieved Goal	4	4 The four students had done very well in answering this problem. As such, I see no need to change the method of delivery.
Discipline - Astronomy	ASTR 200	Introduction to Astrophysics	SLO 3	Describe the pulsation mechanism for Cepheid variables	2016 - 2017 (Fall)	Assignment/Project	The closest topic I covered regarding stellar pulsation was the determination of the Eddington limit, which is the maximum luminosity a massive star can have and still maintain hydrostatic equilibrium. The students solved such a problem in HW 7, wherein they had to calculate the Eddington limit of a popular massive star. One student was absent that week and did not turn in the assignment. However, the	Achieved Goal	4	3 Although the students did reasonably well solving this problem, I plan to change this SLO. The topic of stellar pulsation requires linearizing hydrodynamic equations as well as understanding nonradial stellar pulsation. These topics are really topics for upper division/graduate students.
Discipline - Astronomy	ASTR 204	Application of Astroimaging Techniques	SLO 1	Photograph and identify objects in our solar system, Milky Way, and deep space.	2016 - 2017 (Spring)	Assignment/Project	No planets were images this semester, due to the lack of planets to image. However, numerous deep sky objects were imaged: numerous nebulae, open clusters and galaxies with excellent results. One of the nebulae imaged was so good that I had it used as the cover for my custom edition	Achieved Goal	7	7 Students had accomplished this SLO with exemplary results.
Discipline - Astronomy	ASTR 204	Application of Astroimaging Techniques	SLO 2	Locate and collect data of variable stars to determine their periods, using Binary Maker 3.	2016 - 2017 (Spring)	Assignment/Project	Binary Maker was not used this semester, since the students' computers did not have the CD drive necessary to download the software. However, a site called Rolling Hills Observatory, which is detailed in the lab manual, took the place of Binary Maker. Several variable stars were observed with varying results. The pulsating variable star YY Eridanus yielded good data on its period. Variations in the brightness of the accretion	Achieved Goal	7	7 Students did pretty well, considering less than ideal weather. I will try and see if Binary Maker can be loaded to students' computers using a USB drive.

Discipline - Astronomy	ASTR 204	Application of Astroimaging Techniques	SLO 3	Locate and take data of extrasolar planets to determine and confirm transit times.	2016 - 2017 (Spring)	Assignment/Project	One exoplanet was observed, WASP 36b. Although data was taken, the night was cloudy and inconclusive results were obtained. No other exoplanets were observed due to the tiny window of a transit coinciding with the class time.	Inconclusive	7	7 Only one exoplanet was observed due to the lack of suitable candidates. Only a portion of a light curve could be obtained since the period of an exoplanet could be a few days and the class time is ~ 4 hours. Cloudy skies was also a factor in obtaining data.
Discipline - Astronomy	ASTR 204	Application of Astroimaging Techniques	SLO 4	Collect spectroscopic data for analysis and expand CSM Stellar Spectra Catalog.	2016 - 2017 (Spring)	Assignment/Project	Numerous spectra were obtained with the SGS spectrograph and RO diffraction grating. VSpec and RSpec software were used in analyzing the spectra. The students obtained good results depicting various spectral types. The difficulty occurred in determining the wavelength of hydrogen alpha in some of the stars. This led to inconclusive radial velocities. This is primarily an instrumental problem due to the variance in positioning of the diffraction grating within its carousel for the SGS spectrograph. However, we have acquired a new spectrograph, the LHIRes, and hope	Achieved Goal	7	7 The installation of the LHIRes spectrograph should yield better resolution and more accurate measurements of the hydrogen line. This will allow students to be able to calculate with greater precision the radial velocity of stars. With this spectrograph, students will also be able to analyze Be stars, a class of star with a precessing accretion disk. There is active research on this class of star.
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 1	Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, community and ecosystem	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 1	Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, community and ecosystem	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 2	Explain life processes at different levels, from metabolism to evolution.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 2	Explain life processes at different levels, from metabolism to evolution.	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 3	Understand the application of the scientific method in investigations of biological phenomena, and in the evaluation of current issues in biology	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 3	Understand the application of the scientific method in investigations of biological phenomena, and in the evaluation of current issues in biology	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 4	Use critical thinking and logical reasoning skills in the study of living organisms, and in the completion of	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 4	Use critical thinking and logical reasoning skills in the study of living organisms, and in the completion of	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 5	Understand and explain interrelationships of living organisms.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Discipline - Biology	BIOL 100	Introduction to the Life Sciences	SLO 5	Understand and explain interrelationships of living organisms.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2016 - 2017 (Spring)	Survey	This objective is successful.	Achieved Goal	28	25
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2016 - 2017 (Spring)	Exam	From 2014 to 2017 I added a quiz to have students examine graphic data. In 2014 I introduced a prompt sheet on interpretation of graphics. I also emphasized examination of graphics in the updated lectures during this period. Class announcements and "What's Happening" videos mentioned studying graphic examples of the course material. From 2014 to 2017 the success rates on the	Achieved Goal	98	65 The addition of a prompt sheet and calling attention to the graphics tools and data in the course material seems to be successful.
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continue to report on the survey that they have interest and express new learning on ethics for responsible use of natural resources. No change on end of	Achieved Goal	25	23
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continued to score highly on essays for this SLO, as last year.	Achieved Goal	25	23
Discipline - Biology	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	59	57

Discipline - Biology	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	74
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	65 Assess SLO in next cycle
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	62 Analyze outcomes in next cycle.
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	45 Assess SLO in next cycle
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	45 Analyze outcomes in next cycle.
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	47 Assess SLO in next cycle
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	47 Analyze outcomes in next cycle.
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57

Discipline - Biology	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	65
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	54 Assess SLO in next cycle
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	54 Analyze outcomes in next cycle.
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	70
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	59 Assess SLO in next cycle
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Discipline - Biology	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	59 Analyze outcomes in next cycle.
Discipline - Biology	BIOL 130	Human Biology	SLO 1	Describe the physical structures of the body and describe their functions.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Discipline - Biology	BIOL 130	Human Biology	SLO 2	Explain the processes of inheritance, reproduction, and development.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Discipline - Biology	BIOL 130	Human Biology	SLO 3	Explain the general mechanism of homeostasis and provide examples. Discuss disorders of homeostasis.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Discipline - Biology	BIOL 130	Human Biology	SLO 4	Discuss scientific principles as they pertain to the evolution of humans.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Discipline - Biology	BIOL 130	Human Biology	SLO 5	Demonstrate knowledge of ecological principles related to human biology.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 1	Describe plant structure and its relationship to function at all levels, cellular, tissue, organ, population, community and ecosystem	2016 - 2017 (Fall)	Exam	Students who completed the class, were able to describe and apply this SLO.	Achieved Goal	25	21 Students who passed the class, accomplished SLO.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 1	Describe plant structure and its relationship to function at all levels, cellular, tissue, organ, population, community and ecosystem	2016 - 2017 (Spring)	Exam	SLO achieved by students passing the class with C or better	Achieved Goal	17	14
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 2	Explain the role of plants in the development of human civilization, including the role of plants as primary food source for humans, and their role in ecosystem services	2016 - 2017 (Fall)	Other	Students achieved SLO	Achieved Goal	25	21 Students who completed the class met this SLO.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 2	Explain the role of plants in the development of human civilization, including the role of plants as primary food source for humans, and their role in ecosystem services	2016 - 2017 (Spring)	Exam	Students who completed the class with C or better met SLO # 2	Achieved Goal	17	14

Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who pass the test achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Assess SLO in the next cycle.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class, were able to describe and apply this SLO.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 This is a good SLO for this class.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Fall)	Essay	Students who passes the class achieved SLO.	Achieved Goal	25	21 Assess SLO in the next cycle.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Fall)	Essay	Students who passes the class achieved SLO.	Achieved Goal	25	21 Students who completed the class, were able to describe and apply this SLO. Continue to improve ways to engage all students in class.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Spring)	Assignment/Project	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 5	Apply the scientific method to investigate biological phenomena, and evaluate current issues related to	2016 - 2017 (Fall)	Assignment/Project	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO. Assess SLO in the next cycle.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 5	Apply the scientific method to investigate biological phenomena, and evaluate current issues related to	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 6	Understand and explain the role of plants in ecology, evolution, and the diversity of life.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO. Assess SLO in the next cycle.
Discipline - Biology	BIOL 145	Plants, People, and Environment	SLO 6	Understand and explain the role of plants in ecology, evolution, and the diversity of life.	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Discipline - Biology	BIOL 184	Wildlife Biology	SLO 1	Demonstrate knowledge of wildlife diversity and conservation.	2016 - 2017 (Fall)	Essay	Each student was asked to prepare a short essay or commentary on wildlife diversity and conservation. Nearly all the students responded with a thoughtful essay on the importance of conservation and	Achieved Goal	41	28
Discipline - Biology	BIOL 184	Wildlife Biology	SLO 2	Explain scientific and biological principles as they pertain to wildlife.	2016 - 2017 (Fall)	Assignment/Project	A major assignment to study a species is assigned to groups. The groups work on reviewing scientific literature and develop a paper and presentation, modeling the case studies in the class. The students learn about research methods but also group work, project management, and collaboration. It is one of the most difficult parts of the class. Over the period from 2011 to 2015, the scaffolding has been improved to help students succeed on this project. Starting in 2011 the success rate was 58% and it moved up steadily to 77% at the end of	Inconclusive	200	122
Discipline - Biology	BIOL 184	Wildlife Biology	SLO 3	Explain the concepts of wildlife, wildlife management, and sustainable use of natural resources.	2016 - 2017 (Fall)	Exam	A review of class results from 2011-2015 showed that over 70% of the class scored 70% or better on the exam, which tests the concepts of wildlife management and sustainable use of natural resources	Achieved Goal	200	160 In 2016 the assignment will be broken down further into more guided steps. Groups will start small in pairs, and work up to larger groups.
Discipline - Biology	BIOL 184	Wildlife Biology	SLO 4	Explain the interactions of humans and wildlife.	2016 - 2017 (Fall)	Survey	I counted the number of interactions discussed in the class that were stated in the answer against the frequency of students that listed that count of concepts. The higher the count, the better the learning objective achieved. Based on these results, there was a positive relationship in the number of concepts that the students recognized that were associated with this learning objective. Over 60 percent of students listed 3 biological concepts or more and gave more than a general discussion of human interactions. Also, as part of this survey, I have students rate different topics and approaches in the class. This class received high ratings for the "case studies" part of the lectures. These case studies feature a specific species every	Achieved Goal	42	25
Discipline - Biology	BIOL 210	General Zoology	SLO 1	Explain the importance of animal diversity.	2016 - 2017 (Spring)	Exam	71% of the students who completed the course scored 70% or better. The outcomes surpass the 70% threshold and the goal is achieved.	Achieved Goal	30	17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes.
Discipline - Biology	BIOL 210	General Zoology	SLO 2	Explain the importance of ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.	2016 - 2017 (Spring)	Exam	63% of the students who completed the course score 71% or better. While the outcome did not achieve the 70% threshold, there was an increase in the number of students who succeeded.	Did Not Achieve Goal	30	11 Though the result was an improvement, it did not reach the stated threshold. Exams questions and course exercises will continue to be re-examined to improve results.

Discipline - Biology	BIOL 210	General Zoology	SLO 3	Apply the scientific method.	2016 - 2017 (Spring)	Exam	73% of students who completed the course scored 70% of better. The outcome surpassed the 70% threshold and the goal is achieved.	Achieved Goal	30	20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes.
Discipline - Biology	BIOL 210	General Zoology	SLO 4	Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals.	2016 - 2017 (Spring)	Exam	70% of students who completed the course scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was achieved and the goal was achieved.	Achieved Goal	30	15 The result show a slight decline in success. Exam questions and course exercises will continue to be re-examine, as well as compared to changes made from the previous assessment, to improve outcomes.
Discipline - Biology	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Discipline - Biology	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Discipline - Biology	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Next step, assess SLO with next class.
Discipline - Biology	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO next semester.
Discipline - Biology	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Discipline - Biology	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of photosynthesis and respiration; metabolic	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Discipline - Biology	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of photosynthesis and respiration; metabolic	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Discipline - Biology	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of photosynthesis and respiration; metabolic	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle

Discipline - Biology	BIOL 220	General Botany	SLO 7	Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and structures	2016 - 2017 (Spring)	Exam	Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C (70%) or better and successfully achieved	Achieved Goal	52	46 Assess SLO in next cycle
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 6	Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Discipline - Biology	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.
Discipline - Biology	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series of exam questions that were averaged	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Discipline - Biology	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Discipline - Biology	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam. and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.

Discipline - Biology	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Discipline - Biology	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Discipline - Biology	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Discipline - Biology	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Discipline - Biology	BIOL 260	Human Physiology	SLO 2	Describe cellular activity using chemical and physical principles.	2016 - 2017 (Spring)	Exam	The first exam tested students on their understanding of cellular structure and function	Achieved Goal	26	16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, making this SLO achieved. Most of the content was built on prerequisite knowledge, so it would be expected that scores would be slightly higher on this exam than the subsequent exams. However, this was not the case, perhaps because students were getting used to the classroom expectations.
Discipline - Biology	BIOL 260	Human Physiology	SLO 3	Relate cellular activity to the functioning of specific body tissues and organs.	2016 - 2017 (Spring)	Assignment/Project	There were four assignments that related to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment 4. White Blood Cell assignment	Achieved Goal	26	24 92 percent of the submissions for these assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 x 4). Students seem to do well on low stakes activities, where completion is more important than accuracy.
Discipline - Biology	BIOL 310	Nutrition	SLO 1	Apply principles of nutrition to everyday life to make decisions based upon scientifically proven facts about foods and nutrition.	2016 - 2017 (Spring)	Assignment/Project	The students had to complete a followup three day diet analysis and discuss the changes they had made to their diet based on what they learned. Of the 111 students, 97 completed this assignment, and 89 got scores of 70% or higher. from a score of 70% or higher. from a score of 70% or higher.	Achieved Goal	97	89 With the results indicated, it seems the SLO has been met. Future efforts should be put into increasing completion of this assignment.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Discipline - Business	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Discipline - Business	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Discipline - Business	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Discipline - Business	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Discipline - Business	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Discipline - Business	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Discipline - Business	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. see program review	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	135
Discipline - Business	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Discipline - Business	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.

Discipline - Business	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Discipline - Business	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Discipline - Business	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Discipline - Business	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Discipline - Business	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Discipline - Business	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Discipline - Business	BUS. 150	Small Business Management	SLO 1	Explain what it means and takes to be an entrepreneur.	2016 - 2017 (Spring)	Exam	Entrepreneurial Learning Institute curricula used.	Achieved Goal	19	19 Roll this SLO into general entrepreneurial mindset
Discipline - Business	BUS. 150	Small Business Management	SLO 2	Understand ethical decision making.	2016 - 2017 (Spring)	Assignment/Project	Ethical case studies/decision making/role-playing.	Achieved Goal	19	19 Additional emphasis on equity/social justice.
Discipline - Business	BUS. 150	Small Business Management	SLO 3	Start a small business by conducting a feasibility study and market analysis for their idea, and examining alternate paths to small business ownership, including franchising.	2016 - 2017 (Spring)	Assignment/Project	Pitch-deck competition (state-wide) entered. Class won Silicon Valley/Santa Cruz/Monterey region. Final/capstone project summary business plan. Three businesses started by students.	Achieved Goal	19	19 Established intra-district pitch-deck competition. Increase coordination with Business Club and SBDC.
Discipline - Business	BUS. 150	Small Business Management	SLO 4	Understand forms of incorporation, and the taxation and liability associated with each.	2016 - 2017 (Spring)	Exam	Learning module dedicated to incorporation. Use of pitch-deck/business plan specific to determine form of incorporation.	Achieved Goal	19	19 Get update on state/federal tax code by coordinating with accounting department/use them as guest speakers.
Discipline - Business	BUS. 150	Small Business Management	SLO 5	Compile and write a summary business plan, including marketing and operations.	2016 - 2017 (Spring)	Capstone Project	19 summary business plans created. Three of business' designed have been started as of 8/2017.	Achieved Goal	19	19 Provide template software, either as part of the business departments web-presence or through external vendor. Connect students with investors/coordinate with SBDC.
Discipline - Business	BUS. 150	Small Business Management	SLO 6	Understand small business customer relationship management and marketing.	2016 - 2017 (Spring)	Discussion	Role-playing/scenarios reinforced with lecture material.	Achieved Goal	19	19 Eliminate this SLO, roll into new Marketing for Entrepreneurs course.
Discipline - Business	BUS. 315	Keyboarding I	SLO 1	demonstrate knowledge of alphabetic keyboard and numeric keypad.	2017 - 2018 (Fall)	Other	see uploaded docs	Achieved Goal	22	17
Discipline - Career and Life Planning	CRER 126	Career Choices I: Career Assessment	SLO 5	Integrate vocational and skill assessment results into selecting a college major and related career and vocational paths.	2016 - 2017 (Fall)	Assignment/Project	18 out of 22 students (81%) completed all four assessments. 18 out of 22 students completed the summary assignment demonstrating an ability to analyze their assessment results and articulate the	Achieved Goal	22	18 Eventually establish a baseline for the completion rate of this SLO.
Discipline - Career and Life Planning	CRER 126	Career Choices I: Career Assessment	SLO 5	Integrate vocational and skill assessment results into selecting a college major and related career and vocational paths.	2016 - 2017 (Spring)	Assignment/Project	76% of students completed all four assessments, and 88% of the students completed three or more of the self assessments. 88% of students successfully completed the summary assignment demonstrating an ability to analyze their assessment results and articulate the	Achieved Goal	25	19 Establish a baseline for the completion rate. Also, try to find methods to increase student completion of all four of the self assessments rather than three in order to gain a more comprehensive and holistic assessment.

Discipline - Career and Life Planning	CRER 126	Career Choices I: Career Assessment	SLO 5	Integrate vocational and skill assessment results into selecting a college major and related career and vocational paths.	2017 - 2018 (Spring)	Assignment/Project	15 out of 28 students (53%) completed the career research study with a passing score. The primary reasons for not passing included not submitting the career research assignment at all (9 students), or turning in the assignment incomplete. For example, some students filled out half of the questions they were instructed to answer.	Inconclusive	28	15 A high percentage of students in the class did not complete this assignment. This particular assignment was due on the final day of class. It is unclear the reasons for this, but one theory is that students in this short 4 week course may be most interested in obtaining their assessment results (Myers Briggs and Strong Interest results, for example) and less interested in completing assignments related to their assessment results. As an indicator, the percentage of students taking and receiving interpretation of these 2 assessments was over 90% of the students. However, only 53% successfully completed the career study (which was a take-home assignment).
Discipline - Career and Life Planning	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this student did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. The primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Discipline - Chemistry	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Discipline - Chemistry	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Discipline - Chemistry	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Discipline - Chemistry	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Discipline - Chemistry	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Discipline - Chemistry	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Discipline - Chemistry	CHEM 220	General Chemistry II	SLO 3	energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Discipline - Chemistry	CHEM 410	Health Science Chemistry I	SLO 1	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Discipline - Chemistry	CHEM 410	Health Science Chemistry I	SLO 2	At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various states they exist in	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Discipline - Chemistry	CHEM 410	Health Science Chemistry I	SLO 3	Students will be able to represent the chemical elements and simple chemical compounds, and they will begin the process of depicting a variety of chemical reactions involving	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	38
Discipline - Chinese	CHIN 111	Elementary Chinese I	SLO 1	Students will solve elementary quantitative problems involving concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly	2016 - 2017 (Fall)	Assignment/Project	All the students assessed were able to meet the SLO.	Achieved Goal	37	37
Discipline - Chinese	CHIN 111	Elementary Chinese I	SLO 1	Master the pinyin phonetic system. Conduct oral communications with accurate pronunciation and	2016 - 2017 (Fall)	Assignment/Project	All the students who were assessed met SLO.	Achieved Goal	40	40 Provide more exercises on tone differentiation.
Discipline - Chinese	CHIN 111	Elementary Chinese I	SLO 2	Master the pinyin phonetic system. Conduct oral communications with accurate pronunciation and	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	39	36 Most of the students met the SLO.
Discipline - Chinese	CHIN 111	Elementary Chinese I	SLO 3	Understand short dialogues and narratives on daily life situations introduced in the textbook and supplementary material	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	36	33 Most of the students met the SLO.
Discipline - Chinese	CHIN 111	Elementary Chinese I	SLO 3	Comprehend simple reading texts on personal and social matters. Use basic reading strategies to identify categories, main ideas, organizations, and specific details	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	36	33 Most of the students met the SLO.

Discipline - Chinese	CHIN 111	Elementary Chinese I	SLO 4	Master strokes and their order, radicals. Write traditional characters, comprehend correlational simplified characters. Employ basic sentence structures and vocabulary, produce	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	35	32 4/5 of the students met the SLO.
Discipline - Chinese	CHIN 121	Advanced Elementary Chinese I	SLO 1	Use oral communication skills for everyday topics such as dining, using a library, asking directions, attending a birthday party, seeing a doctor, and dating. Produce accurate	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	32
Discipline - Chinese	CHIN 121	Advanced Elementary Chinese I	SLO 2	Understand dialogues, narratives on daily life situations introduced in the textbook and supplementary material, such as ordering food at a restaurant , borrowing and returning books, asking directions, attending a birthday party, seeing a doctor at a clinic, and going	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	33	31
Discipline - Chinese	CHIN 121	Advanced Elementary Chinese I	SLO 3	Comprehend reading texts on personal and social matters, such as letters, diaries, stories, advertisements. Use basic reading strategies to identify categories, main ideas, organizations,	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	31
Discipline - Chinese	CHIN 121	Advanced Elementary Chinese I	SLO 4	Master commonly used traditional characters, comprehend correlational simplified characters. Employ sentence structures and appropriate vocabulary, produce coherent letters, greeting cards, advertisements, diaries, and narratives on selected daily life	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	32
Discipline - Chinese	CHIN 121	Advanced Elementary Chinese I	SLO 5	Recognize and interpret Chinese cultural norms and customs, comparing and contrasting them with mainstream norms and customs in the United States (Culture)	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	32	31
Discipline - Chinese	CHIN 122	Advanced Elementary Chinese II	SLO 1	Speaking: Use fluent oral communication skills on conversations with accurate pronunciation and intonation in everyday situations	2016 - 2017 (Fall)	Assignment/Project	All the students assessed met the SLO.	Achieved Goal	10	10
Discipline - Chinese	CHIN 122	Advanced Elementary Chinese II	SLO 2	Listening: Demonstrate understanding of dialogues and narratives on daily life situations introduced in the	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Discipline - Chinese	CHIN 122	Advanced Elementary Chinese II	SLO 3	Reading: Comprehend reading texts with idiomatic usage on personal and social matters. Use basic reading strategies to identify categories, main	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Discipline - Chinese	CHIN 122	Advanced Elementary Chinese II	SLO 4	Writing: Master commonly used traditional characters, use the phonetic Pinyin system fluently, and employ common sentence structures and appropriate vocabulary to produce coherent letters, narratives, and advertisements on selected daily	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	10	9
Discipline - Chinese	CHIN 122	Advanced Elementary Chinese II	SLO 5	Culture: Describe distinctive features of China, Chinese daily life and cultural aspects.	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Discipline - Chinese	CHIN 211	Colloquial Chinese I, Elementary	SLO 1	Master the phonetic system of Mandarin sounds and produce them	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	9	9
Discipline - Chinese	CHIN 211	Colloquial Chinese I, Elementary	SLO 2	Identify basic sentence structures; apply them in simple oral	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	9	8
Discipline - Chinese	CHIN 211	Colloquial Chinese I, Elementary	SLO 3	Comprehend short dialogues and narratives on personal and social	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	9	9
Discipline - Chinese	CHIN 211	Colloquial Chinese I, Elementary	SLO 4	Conduct oral communications on daily life situation topics covered in the	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	9	9
Discipline - Chinese	CHIN 211	Colloquial Chinese I, Elementary	SLO 5	Identify and recognize basic Chinese cultural norms and customs.	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	9	9
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear	2018 - 2019 (Spring)	Presentation/Performance	2.9	Achieved Goal	162	136
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of	2018 - 2019 (Spring)	Essay	3.0	Achieved Goal	162	137

Discipline - Communication Studies	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2018 - 2019 (Spring)	Essay	3.85	Achieved Goal	162	162
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychosocial	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychosocial	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2018 - 2019 (Spring)	Presentation/Performance	3.9	Achieved Goal	162	162
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2018 - 2019 (Spring)	Exam	3.1	Achieved Goal	142	127
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Discipline - Communication Studies	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2018 - 2019 (Spring)	Exam	3.85	Achieved Goal	162	162
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2018 - 2019 (Spring)	Presentation/Performance	3.6	Achieved Goal	31	28
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2018 - 2019 (Spring)	Presentation/Performance	3.6	Achieved Goal	62	59
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2018 - 2019 (Spring)	Exam	3.6	Achieved Goal	31	28
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2018 - 2019 (Spring)	Exam	3.6	Achieved Goal	62	59
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2018 - 2019 (Spring)	Exam	3.6	Achieved Goal	31	28
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2018 - 2019 (Spring)	Assignment/Project	3.6	Achieved Goal	31	28
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2018 - 2019 (Spring)	Exam	3.6	Achieved Goal	31	28
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36

Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	80
Discipline - Communication Studies	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2018 - 2019 (Spring)	Assignment/Project	3.6	Achieved Goal	31	28
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 1	Exhibit effective problem-solving communication skills	2016 - 2017 (Spring)	Assignment/Project	3.4	Achieved Goal	20	20
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 1	Exhibit effective problem-solving communication skills	2018 - 2019 (Spring)	Assignment/Project	3.1	Achieved Goal	48	48
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 2	Demonstrate the ability to discover, critically evaluate and accurately report information	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	20	20
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 2	Demonstrate the ability to discover, critically evaluate and accurately report information	2018 - 2019 (Spring)	Exam	3.2	Achieved Goal	48	48
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 3	Engage in sound reasoning to reach a well-reasoned decision	2016 - 2017 (Spring)	Assignment/Project	3.4	Achieved Goal	20	20
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 3	Engage in sound reasoning to reach a well-reasoned decision	2018 - 2019 (Spring)	Assignment/Project	3.4	Achieved Goal	48	48
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 4	Organize presentations effectively	2016 - 2017 (Spring)	Essay	3.1	Achieved Goal	20	18
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 4	Organize presentations effectively	2018 - 2019 (Spring)	Assignment/Project	3.7	Achieved Goal	48	48
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 5	Demonstrate ability to effectively prepare for and deliver presentations within small group settings	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	20	18
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 5	Demonstrate ability to effectively prepare for and deliver presentations within small group settings	2018 - 2019 (Spring)	Assignment/Project	3	Achieved Goal	48	48
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 7	Demonstrate effective listening skills in various settings	2016 - 2017 (Spring)	Essay	3.5	Achieved Goal	20	18
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 7	Demonstrate effective listening skills in various settings	2018 - 2019 (Spring)	Assignment/Project	3.85	Achieved Goal	48	48
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 8	Adapt communication strategies to fit the audience and situation; and present their views with persuasive	2016 - 2017 (Spring)	Presentation/Performance	3.4	Achieved Goal	20	18
Discipline - Communication Studies	COMM 140	Small Group Communication	SLO 8	Adapt communication strategies to fit the audience and situation; and present their views with persuasive	2018 - 2019 (Spring)	Presentation/Performance	3.8	Achieved Goal	48	47
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4	Achieved Goal	10	10
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3	Achieved Goal	36	35
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2018 - 2019 (Spring)	Essay	3.3	Achieved Goal	36	1
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2016 - 2017 (Spring)	Essay	4	Achieved Goal	10	10
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2018 - 2019 (Spring)	Exam	3.25	Achieved Goal	36	35
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice,	2016 - 2017 (Spring)	Exam	4	Achieved Goal	10	10
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice,	2018 - 2019 (Spring)	Assignment/Project	3.05	Achieved Goal	36	34
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discrimination	2016 - 2017 (Spring)	Assignment/Project	3.7	Achieved Goal	10	10
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discrimination	2018 - 2019 (Spring)	Essay	3.4	Achieved Goal	36	35
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8	Achieved Goal	10	10
Discipline - Communication Studies	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2018 - 2019 (Spring)	Assignment/Project	3.6	Achieved Goal	36	35
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2016 - 2017 (Spring)	Exam	2.1	Achieved Goal	10	8

Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2018 - 2019 (Spring)	Essay	2.9	Achieved Goal	24	24
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the	2016 - 2017 (Spring)	Presentation/Performance	2.9	Achieved Goal	10	9
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the	2018 - 2019 (Spring)	Essay	3.5	Achieved Goal	24	24
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	10	9
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2018 - 2019 (Spring)	Essay	3.7	Achieved Goal	24	23
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	10	8
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2018 - 2019 (Spring)	Presentation/Performance	3.0	Achieved Goal	24	24
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2016 - 2017 (Spring)	Essay	2.6	Achieved Goal	10	7
Discipline - Communication Studies	COMM 170	Oral Interpretation I	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2018 - 2019 (Spring)	Essay	3.88	Achieved Goal	24	24
Discipline - Communication Studies	COMM 171	Oral Interpretation II	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2018 - 2019 (Spring)	Essay	3	Achieved Goal	1	1
Discipline - Communication Studies	COMM 171	Oral Interpretation II	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the	2018 - 2019 (Spring)	Essay	3.5	Achieved Goal	1	1
Discipline - Communication Studies	COMM 171	Oral Interpretation II	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2018 - 2019 (Spring)	Essay	3.5	Achieved Goal	1	1
Discipline - Communication Studies	COMM 171	Oral Interpretation II	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2018 - 2019 (Spring)	Presentation/Performance	2.7	Achieved Goal	1	1
Discipline - Communication Studies	COMM 171	Oral Interpretation II	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2018 - 2019 (Spring)	Essay	4	Achieved Goal	1	1
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not

Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Discipline - Computer and Information Science	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 1	Explain basic internet concepts and technologies.	2016 (Summer)	Exam	Question 1 asked the student to explain TCP/IP. Out of 34 students 31 responded correctly.	Achieved Goal	34	31
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 1	Explain basic internet concepts and technologies.	2016 - 2017 (Spring)	Exam	93.4% of students answered the related midterm exam question correctly	Achieved Goal	47	44 Continue with current strategy
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 2	Create HTML and HTML5 documents.	2016 (Summer)	Assignment/Project	Students were asked to design a website using HTML. Out of 31 students 30 were able to finish the project.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 2	Create HTML and HTML5 documents.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (number 2) correctly.	Achieved Goal	51	47 Continue with current strategy
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 3	Create Cascading Style Sheets (CSS) to format HTML and HTML5 documents.	2016 (Summer)	Assignment/Project	Students were asked to style a website using CSS. Out of 31 students 30 were able to finish the project.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 3	Create Cascading Style Sheets (CSS) to format HTML and HTML5 documents.	2016 - 2017 (Spring)	Assignment/Project	90% of students completed the assignment (number 3) correctly.	Achieved Goal	51	46 Continue with current strategy
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 4	Write simple client-side JavaScript programs employing variables, conditional statements, and control	2016 - 2017 (Fall)	Assignment/Project	Students were asked to add interactivity to a site using JavaScript. Out of 23 students 19 were successful.	Achieved Goal	23	19
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 4	Write simple client-side JavaScript programs employing variables, conditional statements, and control	2016 - 2017 (Spring)	Assignment/Project	95.74% of students completed the assignment (number 5) correctly.	Achieved Goal	47	45 Continue with current strategy
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 5	Develop HTML and HTML5 Web applications employing the Document Object Model (DOM), CSS, and	2016 - 2017 (Fall)	Assignment/Project	Students were asked to use DOM in designing a website based on HTML5, javascript and CSS. Out of 21 students 20	Achieved Goal	21	20
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 5	Develop HTML and HTML5 Web applications employing the Document Object Model (DOM), CSS, and	2016 - 2017 (Spring)	Assignment/Project	97.87% of students completed the assignment (number 6) correctly.	Achieved Goal	47	46 Continue with current strategy
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 6	Explain server-side scripting concepts and languages.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to connect a given website to a database server using PHP. Out of 18 students 16 were successful.	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 6	Explain server-side scripting concepts and languages.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (number 4) correctly.	Achieved Goal	47	47 Continue with current strategy
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 7	Create a Web 2.0 application employing Ajax.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to Create a Web 2.0 application employing Ajax. Out of 18 students 16 were successful.	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 111	Introduction to Internet Programming	SLO 7	Create a Web 2.0 application employing Ajax.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (number 4) correctly.	Achieved Goal	47	47 Continue with current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	13	13 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students submitted the assignment. and completed the assignment correctly 88.8% of students met the criterion 2/22/17	Achieved Goal	18	16 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Fall)	Exam	All students taking the exam answered the question correctly.	Achieved Goal	9	9 Continue with current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Spring)	Exam	21 out of 21 students answered this correctly on the midterm exam 100% of the students met the criterion 2/11/17	Achieved Goal	21	21 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO/	Achieved Goal	8	8 Continue with the current strategy.

Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Spring)	Assignment/Project	12 out of 13 students completed the assignment correctly 92.3% of the students met the criterion 5/12/17	Achieved Goal	13	12 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	8	8 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the program 100% of the students met the criterion. 5/26/17	Achieved Goal	13	12 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Fall)	Exam	All students answered exam question correctly.	Achieved Goal	9	9 Continue with current strategy.
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Spring)	Assignment/Project	14 out of 14 students answered the question correctly 100% of the students met the criterion 5/26/17	Achieved Goal	14	14 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project achieved the SLO.	Achieved Goal	8	8 Continue with the current strategy
Discipline - Computer and Information Science	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the assignment 100% of the students met the criterion 5/19/17	Achieved Goal	13	13 Continue with the current strategy
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 (Summer)	Assignment/Project	SLO satisfied. Project 4 supports SLO 1	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	20 Active student engagement resulted in a fun and satisfying project completion.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	19 Active student engagement resulted in a fun and satisfying project completion.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a web crawler to search and quantify target search data from the National Academy of Science public domain webpage.	Achieved Goal	25	25 Active student engagement resulted in a fun and satisfying project completion. This project is practical application that students engage in with a lot of enthusiasm. Providing additional insights to students as to the workplace utility of this base skillset can be added in future course renditions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2018 (Summer)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	53	53 Active student engagement resulted in a fun and satisfying project completion.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 (Summer)	Assignment/Project	Projects 1, 2, 3 support SLO 2.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	20	20 Early Python learning laid down the foundation to expand into more advanced Python solutions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	20	19 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	27	27 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2018 (Summer)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	55	54 Early Python learning laid down the foundation to expand into more advanced Python solutions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 3.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	21	21 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	20	19 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.

Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	27	26 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. This project uses a wish list email message - students tend to really enjoy the user interaction of this object model.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2018 (Summer)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	53	53 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 (Summer)	Assignment/Project	Project 5 supports SLO 4.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 - 2017 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Fall)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	19	19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2018 (Summer)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	58	57 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 5.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	17	16 Some students were totally new to the concepts of database design. This topic opened new horizons.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 (Summer)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	53	35 Some students were totally new to the concepts of database design. This topic opened new horizons.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	20	20 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students created, updated and queried an SQLITE3 database to generate a statistical report.	Achieved Goal	26	25 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 6.	Achieved Goal	31	30
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students are well on their way to continue Web Programming Development and Design for large scale projects.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 OVERALL: Comments: Discussed with Professor Melissa Green measures to better screen for student readiness for this course effective Winter '18. Both a background questionnaire and an early programming skills evaluation test will be conducted.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students designed and developed their first django powered web application.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	24	24 Students designed and developed their first django powered web application.
Discipline - Computer and Information Science	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2018 (Summer)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	53	47

Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 1	Describe the functions of an operating system.	2016 - 2017 (Spring)	Exam	Only covered very basic functions for general OS; this class concentrates on only the UNIX and Linux systems.	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 2	Employ common UNIX shell features including I/O redirection, piping, command substitution, and simple job control	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 3	Explain shell-specific facilities including the use of environmental and local variables, and the built-in programming language	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 4	Analyze problems and design UNIX solutions using shell command files and scripts.	2016 - 2017 (Spring)	Assignment/Project	They write real scripts as assignments	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 5	Describe how UNIX supports processes, memory management, input/output, and the file system.	2016 - 2017 (Spring)		This should be taken out of objectives, it is more computer science than practical knowledge.	Inconclusive	18	0 This was not a real goal of this class
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 6	Set up a UNIX or Linux environment.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students succeeded	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 7	Use common and advanced UNIX utilities.	2016 - 2017 (Spring)	Exam	advanced: sed, vi, awk, regular expressions	Achieved Goal	18	16
Discipline - Computer and Information Science	CIS 121	UNIX/Linux	SLO 8	Describe the main UNIX system administration tasks.	2016 - 2017 (Spring)	Assignment/Project	We talk about admin tasks, but don't have resources or time to do much practice with them. We do admin tools more than tasks.	Achieved Goal	5	4 Goal is weak, not enough time to test this well
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2016 - 2017 (Spring)	Essay	Students were able to research recent articles about the growth of using mobile devices to access the WWW	Achieved Goal	12	10 Possibility of converting this assignment into creation of a web page where students will even include images, links, etc.
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2017 - 2018 (Spring)	Essay	Students researched and found articles about the growth of mobile technology and the growth in using mobile devices	Achieved Goal	18	17 This research will continue as it helps students realize the importance and impact of mobile devices when developing web apps
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2016 - 2017 (Spring)	Assignment/Project	Most students were able to use RWD (Responsive Web Design) technique on an existing website	Achieved Goal	12	9 This project, for this SLO will continue as is
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2017 - 2018 (Spring)	Assignment/Project	A website requiring the use of RWD technique to make it responsive for mobile devices. Nice solutions presented even using grid or flexbox	Achieved Goal	18	12 It might be interesting to offer two different websites and the student will choose one to work with and apply the RWD technique
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2016 - 2017 (Spring)	Assignment/Project	Students were able to use jQuery Mobile to build a web app for a toy store	Achieved Goal	12	10 This assignment will be modified so students can choose from one of 3 presented frameworks to create the web app
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2017 - 2018 (Spring)	Assignment/Project	Use of jQuery Mobile, or Bootstrap, or Ionic to create web applications - with some extra credit included that most students tried to accomplish	Achieved Goal	18	13 It's possible to think about a web app that instead of toys, could show professors of a college and/or lecturers of an event
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2016 - 2017 (Spring)	Assignment/Project	Students applied @media queries in a Responsive Web Design (RWD) website	Achieved Goal	12	9 In regards to @media query, some questions were also included in the final exam
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2017 - 2018 (Spring)	Assignment/Project	Achieved in the RWD exercise - Homework 2	Achieved Goal	18	12 Same observation as in SLO #2
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2016 - 2017 (Spring)	Assignment/Project	Students continued the jQuery Mobile app finished on 4/18 and added the cache manifest to one of the pages	Achieved Goal	12	10 Students will be required to use service worker as well because cache manifest is becoming deprecated
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2017 - 2018 (Spring)	Assignment/Project	Instead of cache manifest, currently we are using service workers - it would be	Achieved Goal	18	13 It would be better to change that SLO to be: "apply technique to make applications available offline" as cache manifest is currently deprecated
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2016 - 2017 (Spring)	Assignment/Project	Students developed a small app using Intel XDK tool and package the app for Android that was then installed in an Android device	Achieved Goal	12	9 Future students will use Intel XDK to code the app but will need to use PhoneGap Build to build the package to be installed in device
Discipline - Computer and Information Science	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2017 - 2018 (Spring)	Assignment/Project	Students created a hybrid app using PhoneGap Build and I was able to install the app in my Android phone	Achieved Goal	18	9 This assignment showed to be a little bit harder for students - more time will be given for students to "digest" the information and be able to achieve the goal
Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 1	Create and assure the quality of a suitable data model for a given application.	2016 - 2017 (Fall)		Mapping Entity-Relationship Model into relational Schema, using ERD and UML One HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 15 students participated and average grade performance was 76%	Achieved Goal	17	15

Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 2	Use normalization to transform a relational schema into a set of normalized relations (3NF).	2016 - 2017 (Fall)		Third Normal Form, Boyce-Codd Normal Form and Fourth Normal Form Two HW assignments, 16 out of 17 students participated. Grade performance was 70%	Achieved Goal	17	15
Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 3	Use SQL for database creation, manipulation and control.	2016 - 2017 (Fall)		First Form, 4F database, relational and Four SQL assignments and two Relational Algebra assignments dealing with a wide range of queries and SQL features. Relational Algebra assignments: 16 students participated and the average performance was 85% Introductory SQL assignment: 16 students participated and average performance was 80% Intermediate SQL assignment: 16 students participated and their average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%.	Achieved Goal	17	15
Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 4	Employ data storage and indexing options and perform query optimization.	2016 - 2017 (Fall)		Not addressed.	Did Not Achieve Goal	0	0
Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 5	Perform basic database administration tasks.	2016 - 2017 (Fall)		One HW assignment, 15 out of 17 students participated. Grade performance was 80%	Achieved Goal	17	15
Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 6	Employ XML technologies to query, manipulate and transform data.	2016 - 2017 (Fall)		Briefly mentioned. CIS 379 covers this subject in detail.	Inconclusive	0	0
Discipline - Computer and Information Science	CIS 132	Introduction to Databases	SLO 7	Develop NoSQL desktop and cloud database solutions.	2016 - 2017 (Fall)		Not addressed, CIS 133 covers this subject detail.	Did Not Achieve Goal	0	0
Discipline - Computer and Information Science	CIS 135	Android Programming	SLO 1	Explain the Android OS architecture.	2016 - 2017 (Spring)	Exam	100% of students answered the midterm exam question correctly.	Achieved Goal	9	9 Continue with current strategy
Discipline - Computer and Information Science	CIS 135	Android Programming	SLO 2	Install and use appropriate tools for Android development, including IDE, device emulator, and profiling tools.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 0).	Achieved Goal	17	17 Continue with current strategy
Discipline - Computer and Information Science	CIS 135	Android Programming	SLO 3	Build user interfaces with fragments, views, form widgets, text input, lists, tables, and menus.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 5 (longevity calculator app) did it correctly.	Achieved Goal	7	7 Continue with current strategy
Discipline - Computer and Information Science	CIS 135	Android Programming	SLO 4	Employ advanced UI widgets for scrolling, tabbing, and layout control.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 4 (OfficeCards app) did it correctly.	Achieved Goal	8	8 Continue with current strategy
Discipline - Computer and Information Science	CIS 135	Android Programming	SLO 5	Store application data on the mobile device, in internal or external storage locations.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 7 (Employees and EmployeeList apps with database) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Discipline - Computer and Information Science	CIS 135	Android Programming	SLO 6	Create an advanced mobile application employing sensors, maps, and other features.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (interactive Google maps app with markers) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Discipline - Computer and Information Science	CIS 137	iOS/Swift Programming	SLO 1	Explain the iOS mobile operating system architecture.	2016 - 2017 (Fall)	Exam	All students succeeded in achieving SLO.	Achieved Goal	11	11 Continue with current strategy
Discipline - Computer and Information Science	CIS 137	iOS/Swift Programming	SLO 2	Install and use appropriate tools for iOS development, including IDE, frameworks, and device simulator.	2016 - 2017 (Fall)	Assignment/Project	All students achieved SLO	Achieved Goal	14	14 Continue with current strategy
Discipline - Computer and Information Science	CIS 137	iOS/Swift Programming	SLO 3	Build user interfaces with Storyboard and UI components.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment succeeded.	Achieved Goal	10	10 Continue with the current strategy
Discipline - Computer and Information Science	CIS 137	iOS/Swift Programming	SLO 4	Employ the UIKit framework to create custom view controllers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment succeeded.	Achieved Goal	9	9 Continue with the current strategy.
Discipline - Computer and Information Science	CIS 137	iOS/Swift Programming	SLO 5	Store application data on the mobile device, in internal or external storage locations.	2016 - 2017 (Fall)	Other	All students submitting the lab succeeded in achieving the SLO.	Achieved Goal	9	9 Continue with the current strategy.
Discipline - Computer and Information Science	CIS 137	iOS/Swift Programming	SLO 6	Create an advanced mobile app employing sensors, gestures, camera, GPS, maps, geolocation and other features	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project succeeded in achieving the SLO	Achieved Goal	8	8 Continue with current strategy
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 1	Demonstrate understanding of computer networking, computing models, and basic network services.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 2	Recognize and describe logical and physical network topologies in terms of the media and network hardware.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 3	Compare current network technologies in terms of speed, access method, operation, topology, and	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 4	Define the layers of the OSI model and identify the protocols, and services associated with each layer.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 5	Identify the purpose, features, and functions of current common network hardware and the OSI layer with which each is associated	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 6	Explain the operation principles of current common network hardware devices	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 7	Describe current common protocols in terms of their function, routing, addressing schemes, interoperability, and naming conventions	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15

Discipline - Computer and Information Science	CIS 151	Networks and Digital Communication	SLO 8	Describe common network administration activities.	2016 - 2017 (Fall)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Fall)	Exam	Test question Students must trace program code and give expected output with an explanation of code behavior.	Achieved Goal	27	26 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2018 (Summer)	Exam	96% of students answered midterm exam question correctly.	Achieved Goal	26	25 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Fall)	Other	Lab 8: Box class toString method inherited from Object class. Nearly all students succeeded in achieving SLO.	Achieved Goal	17	16 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (Ebook and EbookLibrary app) did it correctly.	Achieved Goal	21	21 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2018 (Summer)	Assignment/Project	91% of students overrode the toString method in the Player and Team classes in assignment 7 correctly	Achieved Goal	24	22 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2016 - 2017 (Fall)	Assignment/Project	Assignment 4 Nearly all students achieved this SLO	Achieved Goal	19	18 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 4) correctly.	Achieved Goal	25	25 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2018 (Summer)	Assignment/Project	100% of students did assignment 3 correctly.	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Fall)	Exam	Exam question	Achieved Goal	27	26 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2018 (Summer)	Exam	84% of students answered the midterm exam question correctly.	Achieved Goal	26	22 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Fall)	Assignment/Project	Assignment 6 All students submitting assignment met SLO	Achieved Goal	16	16 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 6 (rainfall app) did it correctly.	Achieved Goal	23	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2018 (Summer)	Assignment/Project	84% of students completing lab 6 did it correctly	Achieved Goal	25	21 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Fall)	Assignment/Project	Lab 8 Box class - The majority of students met the SLO	Achieved Goal	17	15 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 8 Box class) did it correctly.	Achieved Goal	17	17 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2018 (Summer)	Assignment/Project	100% of students completing the Player class in assignment 7 did it correctly	Achieved Goal	24	24 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Fall)	Assignment/Project	Lab 2 - Use Bicycle class in test program. All students met SLO	Achieved Goal	26	26 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Spring)	Assignment/Project	95.7% of students completing lab 2 (BicycleTest program) did it correctly.	Achieved Goal	23	22 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2018 (Summer)	Assignment/Project	88% of students completing assignment 2 did it correctly	Achieved Goal	26	23 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Fall)	Exam	Create class with static and instance variables and methods. Nearly all students met SLO	Achieved Goal	17	16 Continue with the current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2018 (Summer)	Other	100% of students completing the MPL exercise did it correctly.	Achieved Goal	27	27 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Fall)	Exam	Nearly all students answered this correctly and achieved SLO.	Achieved Goal	17	16 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2018 (Summer)	Exam	74% of students answered the final exam question correctly	Achieved Goal	27	20 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Fall)	Exam	Nearly all students achieved SLO	Achieved Goal	17	16 Continue with current strategy.
Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Spring)	Exam	91.3% of students answering the test 4 question did it correctly.	Achieved Goal	23	21 Continue with current strategy

Discipline - Computer and Information Science	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2018 (Summer)	Exam	74% of students answered the final exam question correctly	Achieved Goal	27	20 Continue with current strategy.
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling I/O, GUIs and event	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language (UML) notation	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types:	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement Stack abstract data type using OOP techniques. Out of 34 students 30 were successful.	Achieved Goal	34	30
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types:	2016 - 2017 (Spring)	Assignment/Project	89.2.% of students completed the assignment (Assignment 1) correctly.	Achieved Goal	37	33 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application:	2016 - 2017 (Fall)	Exam	Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were successful	Achieved Goal	33	30
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application:	2016 - 2017 (Spring)	Assignment/Project	88.6% of students completed the assignment (Assignment 2) correctly.	Achieved Goal	35	31 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics:	2016 - 2017 (Fall)	Assignment/Project	Students determined the trade-offs between dynamic and static implementation of an ADT All students were able to accomplish this task	Achieved Goal	30	30
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics:	2016 - 2017 (Spring)	Assignment/Project	93.78% of students completed the assignment (Assignment 3) correctly.	Achieved Goal	32	30 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Students via an assignment were tested on Asymptotic Analysis of Algorithm. All students shown mastery of topic.	Achieved Goal	30	30
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	93.54% of students answered midterm exam question correctly	Achieved Goal	31	29 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Students via a project were tested on implementing ADT using static and dynamic storage. 27 out of 30 students shown mastery of the topic	Achieved Goal	30	27
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques:	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignment 4) correctly.	Achieved Goal	30	29 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Exam	Different type of data were given to students and were asked to choose sorting algorithm that performs the best. 26 students out of 30 students were able to successfully select the correct sorting	Achieved Goal	30	26
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	30	29 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement lists using array and singly and doubly linked lists. The recursive preorder traversal of trees were implemented too. Out of 30 students 25 were accomplished the task.	Achieved Goal	30	25
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	30	29 Continue with current strategy
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Students implemented B-Tree in order to learn a robust solution to storage, retrieval and updating of large data. Out of 30 students 27 were successful	Achieved Goal	30	27
Discipline - Computer and Information Science	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Spring)	Exam	100% of students answered final exam question correctly.	Achieved Goal	29	29 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12

Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignment 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignment 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students. 11 were successful	Achieved Goal	12	11
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 4) correctly.	Achieved Goal	25	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	25	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were successful	Achieved Goal	12	8
Discipline - Computer and Information Science	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23 Continue with current strategy
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Project 1 supports SLO 1.	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Assignment 1 was a good refresher and lead-in to the course material.	Achieved Goal	28	26 One of the students who did not succeed failed the course in Fall.
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Fall)	Assignment/Project	Project 2 supports SLO 2.	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Spring)	Exam	SLO satisfied. The rigor of exam 1 prepared students for what to expect in the course exams.	Achieved Goal	33	31 Test goals accomplished.
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics;	2016 - 2017 (Fall)	Exam	Quiz 2 supports SLO 3.	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Dynamic memory allocation proved to be a challenging concept for many students.	Achieved Goal	27	25 Graded project assignment with feedback to students.
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Midterm exam supports SLO 4	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Project 3 supports SLO 5	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students were given an application specification requiring ADT implementation of both storage	Achieved Goal	25	21 Extensive forum discussions to help students complete this project.
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Assignment/Project	Project 5 supports SLO 6.	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Course lecture notes and quizzes well prepared students for this topic assessment.	Achieved Goal	28	28 Graded project assignment with feedback to students.

Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Exam	Quiz 6 supports SLO 7.	Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a word index application that can be used to create a table of contents. Project 4 supports SLO 8.	Achieved Goal	22	20 Graded project assignment with feedback to students.
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Fall)	Assignment/Project		Achieved Goal	29	25
Discipline - Computer and Information Science	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Spring)	Exam	SLO satisfied. Quizzes and exam questions assessed students understanding of design and test for big data.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Discipline - Computer and Information Science	CIS 363	Enterprise Database Management with MySQL	SLO 1	Design and construct MySQL databases of moderate complexity	2016 (Summer)	Exam		Achieved Goal	12	8
Discipline - Computer and Information Science	CIS 363	Enterprise Database Management with MySQL	SLO 2	Use SQL commands to create tables and to query, update, and drop them	2016 (Summer)	Exam		Achieved Goal	12	8
Discipline - Computer and Information Science	CIS 363	Enterprise Database Management with MySQL	SLO 3	Explain the relational model and theory of normalization	2016 (Summer)	Exam		Achieved Goal	12	8
Discipline - Computer and Information Science	CIS 363	Enterprise Database Management with MySQL	SLO 4	Create stored procedures, functions, and triggers	2016 (Summer)	Exam		Achieved Goal	12	8
Discipline - Computer and Information Science	CIS 363	Enterprise Database Management with MySQL	SLO 5	Administer a MySQL database, with ability to backup, recover, and protect data	2016 (Summer)	Exam		Inconclusive	0	0
Discipline - Computer and Information Science	CIS 363	Enterprise Database Management with MySQL	SLO 6	Develop an advanced project using MySQL with Java or PHP and callable statements	2016 (Summer)	Exam		Achieved Goal	12	8
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 1	Determine the best data warehouse architecture using proven analytical modeline concepts.	2016 - 2017 (Spring)	Exam		Achieved Goal	14	14 Continue with current Strategy
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 2	Design and develop a data warehouse and model dimensions for it.	2016 - 2017 (Spring)	Assignment/Project	14 students participated. 100% passed with an average score = 95%.	Achieved Goal	14	14 Continue with current Strategy
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 3	Query and manage the data warehouse.	2016 - 2017 (Spring)	Assignment/Project	16 students participated. 100% passed with an average score = 88%.	Achieved Goal	16	16 Continue Current Strategy
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 4	Extract, transform and load operational data.	2016 - 2017 (Spring)		Addressed this SLO in reading and lecture material. Did not address it in Assignments or Projects.	Did Not Achieve Goal	0	0 Consider incorporating into assignment /project.
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 5	Define and describe Big Data and its role.	2016 - 2017 (Spring)	Assignment/Project	16 students participated in this assignment/project. 100% passed with an average of 98%.	Achieved Goal	16	16 Continue Startegy
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 6	Give examples of Big Data usage in areas such as science and data warehouse augmentation.	2016 - 2017 (Spring)	Assignment/Project	14 students participated. 100% passed with an average score = 95%.	Achieved Goal	14	14 Continue with Strategy
Discipline - Computer and Information Science	CIS 364	From Data Warehousing to Big Data	SLO 7	Create an advanced project using Big Data Analytics and tools.	2016 - 2017 (Spring)		Addressed this SLO in reading and lecture materia. Did not address it in Assignments or Projects.	Did Not Achieve Goal	0	0 Consider incorporating into assignment /project.
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	36	30 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	21
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	36	33 Students are assessed daily on applying theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	12	10 Students are assessed daily on applying theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	23
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	36	30 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 3	Demonstrate work habits as learned during laboratory class	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	15
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 97% of the students met or exceeded the criteria.	Achieved Goal	36	27 Students are assessed via a final exam on applying theory to practical (hands on) operations, following a semester spaced series of subject matter specific skills drills, quizzes, and tests based on instructor lectures/demonstrations on discipline specific theoretical/practical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	12	10 Students are assessed via a final exam on applying theory to practical (hands on) operations, following a semester spaced series of subject matter specific skills drills, quizzes, and tests based on instructor lectures/demonstrations on discipline specific theoretical/practical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017
Discipline - Cosmetology	COSM 712	Fundamentals of Cosmetology I	SLO 4	Demonstrate and cooperate effectively in a simulated work place.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	27
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	36	33 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	12	12 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	23
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 78% of the students met or exceeded the criteria.	Achieved Goal	36	28 Students are assessed daily on applying theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are assessed by a cumulative course grade as they apply theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	21
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 94% of the students met or exceeded the criteria.	Achieved Goal	36	34 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 3	Demonstrate work habits as learned during laboratory class	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	25
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 78% of the students met or exceeded the criteria.	Achieved Goal	36	28 Students are assessed via a final exam on applying theory to practical (hands on) operations, following a semester spaced series of subject matter specific skills drills, quizzes, and tests based on instructor lectures/demonstrations on discipline specific theoretical/practical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria	Achieved Goal	12	10 Students are assessed via a term project on applying theory to practical (hands on) operations, as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 722	Fundamentals of Cosmetology II	SLO 4	Demonstrate and cooperate effectively in a simulated work place.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	25
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	17	17 This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	27	27 This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	11

Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 88% of the students met or exceeded the criteria.	Achieved Goal	17	15 This SLO is currently being assessed using quizzes, tests, and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 85% of the students met or exceeded the criteria.	Achieved Goal	27	23 This SLO is currently being assessed using Quiz and test preparation homework, quizzes, tests, and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	13
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	17	17 Students are assessed daily on practical (hands on) operations with individual/group assignments and on client services performance, following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	27	27 Students are assessed daily on practical (hands on) operations with individual/group assignments and on client services performance, following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	12

Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	17	17	Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 93% or higher on their term project.	Achieved Goal	27	25	Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 732	Advanced Cosmetology I	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	12	
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	21	21	This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 89% of the students met or exceeded the criteria.	Achieved Goal	27	24	This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	9	
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 86% of the students met or exceeded the criteria.	Achieved Goal	21	18	This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 86% of the students met or exceeded the criteria.	Achieved Goal	27	23 This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	12
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	21	21 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	27	27 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	9
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	21	21 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	27	27	Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 742	Advanced Cosmetology II	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	13	
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 91% of the students met or exceeded the criteria.	Achieved Goal	22	20	This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	19	19	This SLO is currently being assessed using practical (hands on) skills practice. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	23	
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 91% of the students met or exceeded the criteria.	Achieved Goal	22	20	This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 95% of the students met or exceeded the criteria.	Achieved Goal	19	18	This SLO is currently being assessed using quiz and test preparation, quizzes, and tests. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	19	

Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	22	22 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	19	19 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	24
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	22	22 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	19	19 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 746	Advanced Cosmetology III	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	25

Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criteria. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed using practical hands on skills drills. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 97% of the students met or exceeded the criteria	Achieved Goal	19	18 This SLO is currently being assessed using practical (hands on) skills drills, mock NIC exam results, and advanced client review. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	22
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criteria. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed using quizzes and exams. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 94% of the students met or exceeded the criteria.	Achieved Goal	19	15 This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	22

Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is 75%. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed using practical hands on client operations and individual/group assignments. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 90% of the students met or exceeded the criteria.	Achieved Goal	19	17 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	22
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criterion is 75%. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed by the results of student term makeover projects. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.

Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 97% or higher on their term project.	Achieved Goal	19	18 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 749	Advanced Cosmetology IV	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	24
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	42	42 Students are assessed daily on practical (hands on) operations with individual/group assignments and advanced specialty services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	41	41 Students are assessed daily on practical (hands on) operations with individual/group assignments and advanced specialty services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 (Summer)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 98% of the students met or exceeded the criteria.	Achieved Goal	42	42 This SLO is currently being assessed using work book, quizzes, and test results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 (Summer)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	41	41

Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 98% of the students met or exceeded the criteria.	Achieved Goal	42	41 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2017 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 95% of the students met or exceeded the criteria.	Achieved Goal	41	39 Students are assessed daily on practical (hands on) operations with individual/group assignments by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	42	42 Students are given a photo shoot term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on a model. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 758	Advanced Techniques/Photo Shoot	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 90% of the students met or exceeded the criteria.	Achieved Goal	41	37 Students are given a photo shoot term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on a model. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.

Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 (Summer)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criteria. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	42	42 Students are assessed daily on practical (hands on) operations with individual/group assignments and advanced specialty services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 98% of the students met or exceeded the criteria.	Achieved Goal	41	40 Students are assessed daily on practical (hands on) operations with individual/group assignments and advanced specialty services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 (Summer)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 98% of the students met or exceeded the criteria.	Achieved Goal	42	41 This SLO is currently being assessed using work book, quizzes, and test results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 (Summer)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 98% of the students met or exceeded the criteria.	Achieved Goal	41	40 Steps This SLO is currently being assessed using design plan, quizzes, and test results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 98% of the students met or exceeded the criteria.	Achieved Goal	42	41 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2017 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	41	41 Students are assessed daily on practical (hands on) operations with individual/group assignments by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017
Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	42	42 Students are given a photo shoot term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on a model. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Discipline - Cosmetology	COSM 759	Advanced Hair Specialties	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 (Summer)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 90% of the students met or exceeded the criteria.	Achieved Goal	41	37 Students are given a photo shoot term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on a model. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Discipline - Counseling	COUN 111	College Planning	SLO 2	Locate and use on-campus programs and services that contribute to student success.	2017 - 2018 (Fall)	Assignment/Project	70 students completed the preliminary form on day 1 of class, and 67 student accurately identified a variety of services at CSM on the assessment date. for a success	Achieved Goal	70	67 The student services assignment works effectively!!
Discipline - Counseling	COUN 111	College Planning	SLO 2	Locate and use on-campus programs and services that contribute to student success.	2017 - 2018 (Spring)	Assignment/Project	58/64 students successfully identified a variety of student services available to CSM students. for a success rate of 91%.	Achieved Goal	64	58 Keep doing this assignment/activity as it is effective.
Discipline - Counseling	COUN 120	College and Career Success	SLO 1	Orientation to College: Know how to use the CSM College Catalog, Schedule of Classes and various computer resources such as CSM web stie, Assist.org, etc. Develop a student educational action plan that outlines	2016 - 2017 (Spring)	Assignment/Project	88% of students successfully met this SLO.	Achieved Goal	34	30 88% of students successfully met this SLO. Methods of instruction were effective. No changes recommended.
Discipline - Counseling	COUN 120	College and Career Success	SLO 2	Study Skills: Demonstrate knowledge of time management skills by creating and using a perosnal planner or electronic calendar. Develop and use a personal study plan and track results.	2017 - 2018 (Fall)	Assignment/Project	56 out of 67 (84%) of students submitting the assignment submitted a personal plan that followed time-management guidelines.	Achieved Goal	67	56 The results of this SLO are relatively reflective of the students' grades in the course. Students who submitted the assignment passed the course with grade B or better. The majority of students were able to successfully complete a personal time management plan.
Discipline - Counseling	COUN 120	College and Career Success	SLO 2	Study Skills: Demonstrate knowledge of time management skills by creating and using a perosnal planner or electronic calendar. Develop and use a personal study plan and track results.	2017 - 2018 (Spring)	Assignment/Project	All 33 students drafted a plan in class, yet only 31 submitted a viable personal time management plan as homework.	Achieved Goal	33	31 This assignment provided 31 of 33 student an opportunity to think about how they successfully manage their time.

Discipline - Counseling	COUN 121	Planning for Student Success	SLO 1	Identify the three educational goals: certificate, associate degree and transfer.	2016 - 2017 (Spring)	Pre and Post Test	86% of students were able to identify the three ed goals for this SLO assessment cycle over the 16-17 academic year with this pre/post assessment.	Achieved Goal	164	141 COUN 121 students were able to meet this particular SLO. No changes to methods of instruction warranted.
Discipline - Counseling	COUN 121	Planning for Student Success	SLO 1	Identify the three educational goals: certificate, associate degree and transfer.	2017 - 2018 (Fall)	Essay	23 students were offered extra credit for this "student code of conduct" essay in this online section, but only 8 of these chose to respond. Of those 8, 7 were able to demonstrate an understanding of the student code of conduct.	Achieved Goal	8	7 While the results were positive, the sample size was quite small given the size of the class. In the future this measure should not be offered as extra credit - consider an embedded test question.
Discipline - Counseling	COUN 121	Planning for Student Success	SLO 1	Identify the three educational goals: certificate, associate degree and transfer.	2017 - 2018 (Fall)	Pre and Post Test	46 of the 53 students (87%) were able to identify the three educational goals.	Achieved Goal	53	46 We will continue to assess SLO 1 annually and focus on the difference between educational and personal goals.
Discipline - Counseling	COUN 121	Planning for Student Success	SLO 1	Identify the three educational goals: certificate, associate degree and transfer.	2017 - 2018 (Spring)	Pre and Post Test	46/48 students were able to identify the three ed goals. Teaching strategies related to this SLO were effective. Will continue to explore and implement strategies to	Achieved Goal	48	46 Teaching strategies were effective, continue to explore and implement strategies to maintain classroom effectiveness.
Discipline - Counseling	COUN 121	Planning for Student Success	SLO 2	Know and use appropriate college behavior.	2017 - 2018 (Spring)	Pre and Post Test	47/48 students were able to demonstrate an understanding of the CSM Student Code of Conduct on the pre-post test.	Achieved Goal	48	47 Teaching strategies related to this SLO were effective. Continue to explore and implement strategies to maintain classroom effectiveness.
Discipline - Counseling	COUN 121	Planning for Student Success	SLO 5	Demonstrate an understanding of Educational Requirements for the certificate, associate degree and transfer	2016 - 2017 (Spring)	Pre and Post Test	78% of students successfully met this SLO.	Achieved Goal	111	87 Successfully met this particular SLO - no changes to instruction recommended.
Discipline - Counseling	COUN 121	Planning for Student Success	SLO 6	Demonstrate an understanding of the appropriate General Education patterns for the goal of transfer.	2016 - 2017 (Spring)	Pre and Post Test	71% of students successfully met this SLO. While this fits within our parameters for success, faculty will evaluate more effective ways to teach this particular material.	Achieved Goal	111	79 71% of students successfully met this SLO. While this fits within our parameters for success, faculty will evaluate more effective ways to teach this particular material. Faculty will meet to discuss particular classroom techniques to assess this SLO and re-assess.
Discipline - Counseling	COUN 122	Study Skills	SLO 1	Identify the role of a college student and the expectations of the college and professors	2016 - 2017 (Spring)	Pre and Post Test	8 out of 13 (62%) students successfully answered the questions addressing this SLO, which did not meet our 70% target.	Did Not Achieve Goal	13	8 Instructor will review material covering the topic and develop new teaching strategies. Additionally, instructor will further analyze the method of assessment to see if it might more accurately be assessed in a different way.
Discipline - Counseling	COUN 122	Study Skills	SLO 2	Identify the characteristics of an efficient study environment	2017 - 2018 (Spring)	Assignment/Project	31 students were assessed. 30/31 or 96.7% of students were able to correctly identify the characteristics earning a score of 4 or greater out of 5 on the assignment measuring this learning outcome.	Achieved Goal	31	30 Success criteria was met, and students seemed to have a good grasp of how to create an efficient study environment. Move on to assessing a different SLO in this course next year.
Discipline - Counseling	COUN 128	Puente: Foundation for College Success	SLO 1	Describe specific CSM programs and services that will enhance academic success.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students were able to identify and describe 6 or more CSM student support programs.	Achieved Goal	25	25 100% of the students were able to identify and describe 6 or more CSM student support programs. 28% of the students identified and described 6-10 programs, and 72% identified and described 11 or more CSM student support programs. Classroom strategies have been effective. Assess a different SLO next academic year.
Discipline - Dance	DANC 121.1	Modern Dance I	SLO 1	Demonstrate beginning level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	25	22 continue
Discipline - Dance	DANC 121.1	Modern Dance I	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	25	25
Discipline - Dance	DANC 121.1	Modern Dance I	SLO 3	Critically evaluate and objectively discuss modern dance at a beginning	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	25	21 continue
Discipline - Dance	DANC 121.2	Modern Dance II	SLO 1	Demonstrate intermediate level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	4	4 continue
Discipline - Dance	DANC 121.2	Modern Dance II	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	4	4 continue
Discipline - Dance	DANC 121.2	Modern Dance II	SLO 3	Critically evaluate and objectively discuss modern dance at an	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	4	4
Discipline - Dance	DANC 121.3	Modern Dance III	SLO 1	Demonstrate advanced level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	2	2 continue
Discipline - Dance	DANC 121.3	Modern Dance III	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	2	2 continue

Discipline - Dance	DANC 121.3	Modern Dance III	SLO 3	Critically evaluate and objectively discuss modern dance at an advanced level	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	2	2 continue
Discipline - Dance	DANC 121.4	Modern Dance IV	SLO 1	Demonstrate expert level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1 continue
Discipline - Dance	DANC 121.4	Modern Dance IV	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1 continue
Discipline - Dance	DANC 121.4	Modern Dance IV	SLO 3	Critically evaluate and objectively discuss modern dance at an expert level	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	1	1 continue
Discipline - Dance	DANC 130.1	Jazz Dance I	SLO 1	Demonstrate beginning level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	20	18 continue
Discipline - Dance	DANC 130.1	Jazz Dance I	SLO 2	Critically evaluate and objectively discuss jazz dance at the beginning level	2016 - 2017 (Spring)	Discussion	SLO met	Achieved Goal	20	18 continue
Discipline - Dance	DANC 130.1	Jazz Dance I	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	20	19
Discipline - Dance	DANC 130.2	Jazz Dance II	SLO 1	Demonstrate intermediate level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4 continue
Discipline - Dance	DANC 130.2	Jazz Dance II	SLO 2	Critically evaluate and objectively discuss jazz dance at the intermediate level	2016 - 2017 (Spring)	Discussion	SLO met	Achieved Goal	4	4 continue
Discipline - Dance	DANC 130.2	Jazz Dance II	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	4	4 continue
Discipline - Dance	DANC 130.3	Jazz Dance III	SLO 1	Demonstrate advanced level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 130.3	Jazz Dance III	SLO 2	Critically evaluate and objectively discuss jazz dance at the advanced level	2016 - 2017 (Spring)	Discussion	SLO met	Inconclusive	1	1
Discipline - Dance	DANC 130.3	Jazz Dance III	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the advanced level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 130.4	Jazz Dance IV	SLO 1	Demonstrate expert level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 130.4	Jazz Dance IV	SLO 2	Critically evaluate and objectively discuss jazz dance at the expert level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 130.4	Jazz Dance IV	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the expert level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 140.1	Ballet I	SLO 1	Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	15	15
Discipline - Dance	DANC 140.1	Ballet I	SLO 2	At the beginning level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	15	315
Discipline - Dance	DANC 140.1	Ballet I	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	15	15
Discipline - Dance	DANC 140.2	Ballet II	SLO 1	Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	3	3
Discipline - Dance	DANC 140.2	Ballet II	SLO 2	At the intermediate level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	3	3
Discipline - Dance	DANC 140.2	Ballet II	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the intermediate level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	3	3
Discipline - Dance	DANC 140.3	Ballet III	SLO 1	Demonstrate the movement skills necessary to execute advanced level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 140.3	Ballet III	SLO 2	At the advanced level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 140.3	Ballet III	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the advanced level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 140.4	Ballet IV	SLO 1	Demonstrate the movement skills necessary to execute expert level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 140.4	Ballet IV	SLO 2	At the expert level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 140.4	Ballet IV	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the expert level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 151.1	Social Dance I	SLO 1	Execute the basics and several variations in Swing, Waltz, Latin and Smooth dance styles at a beginning level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	15	15
Discipline - Dance	DANC 151.1	Social Dance I	SLO 2	Dance musically at a beginning level, paying attention to tempo and	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	15	15

Discipline - Dance	DANC 151.1	Social Dance I	SLO 3	At a beginning level, determine the type of dance for each type of music	2016 - 2017 (Spring)	Assignment/Project	SLO met	Achieved Goal	15	15
Discipline - Dance	DANC 151.2	Social Dance II	SLO 1	Execute the basics and several intermediate variations in Swing, Waltz, Latin and Smooth dance styles, at an intermediate level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	3	3
Discipline - Dance	DANC 151.2	Social Dance II	SLO 2	Dance musically at an intermediate level, paying attention to tempo and	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	3	3
Discipline - Dance	DANC 151.2	Social Dance II	SLO 3	At an intermediate level, determine the type of dance for each type of	2016 - 2017 (Spring)	Assignment/Project	SLO met	Achieved Goal	3	3
Discipline - Dance	DANC 151.3	Social Dance III	SLO 1	Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 151.3	Social Dance III	SLO 2	Work well with partners of all types and ability levels at an advanced level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 151.4	Social Dance IV	SLO 1	Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 151.4	Social Dance IV	SLO 2	Work well with partners of all types and ability levels at an expert level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Discipline - Dance	DANC 167.1	Swing Dance I	SLO 1	Exhibit swing dance forms by performing an instructor-choreographed routine and appreciate	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	16	16
Discipline - Dance	DANC 167.2	Swing Dance II	SLO 1	partner and social dance opportunities. Demonstrate intermediate level Swing dance moves, including footwork, partnering skills, and accurate rhythm and coordination as evaluated by the	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4
Discipline - Dance	DANC 167.2	Swing Dance II	SLO 2	instructor. Work successfully as a team with a range of partners at an intermediate	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 1	Describe how the law and media inter-relate.	2016 (Summer)	Essay	80% of students correctly identified the inter-relatedness	Achieved Goal	30	28 Continue to provide students with updated law cases
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 10	Evaluate the specific information sources in order to use the most relevant ones for the	2016 (Summer)	Assignment/Project	Students are sometimes unsure of how much information they need for the assignment	Achieved Goal	30	24 Continue to provide students with steps to obtaining specific information sources
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 11	project/assignment. Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking	2016 (Summer)	Assignment/Project	Students are sometimes confused by the many different types of resources when analyzing data	Achieved Goal	30	24 Assist students in deciphering the data provided when analyzing
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 12	Organize and use appropriate and credible information/data to support the purposes of a project or	2016 (Summer)	Exam	75% of students were able to learn what processes are helpful for finding credible sources	Achieved Goal	30	27 Continue to help students understand government documents
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 2	Defend and support a position on media regulation and/or ethical issue	2016 (Summer)	Essay	80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner	Achieved Goal	30	28 Continue to work with students on writing a concise thesis
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 3	Compare and contrast U.S. media laws and related court rulings.	2016 (Summer)	Essay	80% of students correctly performed compare and contrast essay	Achieved Goal	30	27 Continue to keep updated on changes in media laws and the effects
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 4	Explain the legal foundation for Freedom of Speech.	2016 (Summer)	Essay	80% of students correctly identified the foundations	Achieved Goal	30	25 Continue to provide students information with the difference between student speech and free speech
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 5	Distinguish an ethical decision from a legal issue.	2016 (Summer)	Essay	80% of students correctly distinguished the difference between ethical and legal issue	Achieved Goal	30	28
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 6	Identify the ethical dilemma in a case study and apply ethical theories to consider outcomes.	2016 (Summer)	Forum	80% of students correctly identified an ethical dilemma and included considered outcomes	Achieved Goal	30	27 Include additional assignments to include all five different approaches to thinking ethically.
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 7	Information Competency	2016 (Summer)	Exam	100% of students achieved but will continue to work with students in identifying confusing resources	Achieved Goal	30	30 Add the importance of information competency skills in the work place to assignments
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 8	Identify and access information resources, such as library databases, collections, or Web sites appropriate to the field.	2016 (Summer)	Exam	90% of students felt confident accessing information resources	Achieved Goal	30	28 Schedule library tours during class rather than an assignment. Include librarians as guest speakers in class
Discipline - Digital Media	DGME 102	Media Law and Ethics	SLO 9	Demonstrate effective search strategies that yield specific information sources, such as articles, books, Web pages, etc., appropriate to the subject being researched.	2016 (Summer)	Exam	80% of students should correctly broaden or narrowed a search using Boolean operators (AND, NOT and OR) and truncation. At the beginning of the course 50% were not sure how to use an index (e.g. catalog, database, etc.).	Achieved Goal	30	30 Continue to include different approaches to gathering sources
Discipline - Digital Media	DGME 104	Digital Media Career Pathways	SLO 1	Identify and discuss the history of Digital Media	2016 (Summer)	Assignment/Project	80% of students correctly identified history of digital media	Achieved Goal	20	20 Continue to provide connection between past and present digital media trends
Discipline - Digital Media	DGME 104	Digital Media Career Pathways	SLO 2	Demonstrate knowledge of the uses of Digital Media	2016 (Summer)	Forum	75% of students should correctly correlated the uses of digital media	Achieved Goal	25	20 Continue to provide resources to "not the main stream" uses of digital media
Discipline - Digital Media	DGME 104	Digital Media Career Pathways	SLO 3	Analyze what is involved in the industry of Digital Media	2016 (Summer)	Assignment/Project	80% of students correctly identified skill set and education needed in the industry	Achieved Goal	25	23 Continue to provide industry guest speakers

Discipline - Digital Media	DGME 104	Digital Media Career Pathways	SLO 4	Discover and compare the different career avenues available in Digital	2016 (Summer)	Assignment/Project	85% of students correctly explored various careers	Achieved Goal	25	20 Continue to provide industry guest speakers
Discipline - Digital Media	DGME 104	Digital Media Career Pathways	SLO 5	Discover and examine the education, skills and experience required in Digital Media	2016 (Summer)	Assignment/Project	80% of students were able to identify education and skills required.	Achieved Goal	25	22 Continue to provide industry guest speakers
Discipline - Digital Media	DGME 112	TV Studio Production	SLO 1	Apply proper camera framing for TV studio interviews.	2016 - 2017 (Fall)	Exam	91% of students can properly frame an interview with headroom and look space	Achieved Goal	35	32
Discipline - Digital Media	DGME 128	On-Air Talent	SLO 1	Evaluate professional radio and TV talent, including their regard for divergent opinions	2016 - 2017 (Spring)	Assignment/Project	92% of students completed either a written critique or evaluation with explanation. Two students did not clearly evaluate talent's treatment of viewers, callers, and guests' opinions.	Achieved Goal	27	25
Discipline - Digital Media	DGME 166	Web Authoring: ActionScript	SLO 1	Identify software interface elements	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Discipline - Digital Media	DGME 166	Web Authoring: ActionScript	SLO 2	Demonstrate how and where to write ActionScript	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Discipline - Digital Media	DGME 166	Web Authoring: ActionScript	SLO 3	Demonstrate the Flash project construction process	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Discipline - Digital Media	DGME 166	Web Authoring: ActionScript	SLO 4	Demonstrate how to create classes, objects, and functions	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Discipline - Digital Media	DGME 166	Web Authoring: ActionScript	SLO 5	Demonstrate use of external 3rd party libraries	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Discipline - Digital Media	DGME 166	Web Authoring: ActionScript	SLO 6	Demonstrate how to build dynamic Flash content	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Discipline - Digital Media	DGME 167	Web Design I	SLO 1	Identify user interface fundamentals and demonstrate the ability to construct user interface elements	2016 (Summer)	Assignment/Project	85% of students were able to identify and demonstrate Photoshop interface elements	Achieved Goal	25	25 Continue to provide emphasis on the short cut commands
Discipline - Digital Media	DGME 167	Web Design I	SLO 2	Identify web accessibility elements	2016 (Summer)	Assignment/Project	80% of students were able to identify accessibility elements	Achieved Goal	25	20 Continue to work work with DSPS. Include demonstration of accessibility tools used
Discipline - Digital Media	DGME 167	Web Design I	SLO 3	Identify web, video and broadcast graphic formats	2016 (Summer)	Assignment/Project	80% of students were able to identify web graphic formats	Achieved Goal	25	23 Continue to provide accessibility elements pertaining to graphic formats
Discipline - Digital Media	DGME 167	Web Design I	SLO 4	Demonstrate construction of web, video and broadcast graphics	2016 (Summer)	Assignment/Project	80% of student were able to create web graphics	Achieved Goal	25	23 Continue to provide Photoshop assignments for the creation of graphics. Develop a 1 unit skill builder course to aid in students having the software skills needed for course.
Discipline - Digital Media	DGME 167	Web Design I	SLO 5	Demonstrate the ability to construct interactive elements	2016 (Summer)	Assignment/Project	70% of students were able to create interactive rollovers	Achieved Goal	25	16 Continue to provide different interactive elements used in web. Include introduction to HTML and CSS
Discipline - Digital Media	DGME 167	Web Design I	SLO 6	Demonstrate effective workflow and file management	2016 (Summer)	Assignment/Project	80% of students were able to demonstrate file management	Achieved Goal	25	20 Continue to provide examples and the importance of file management (site structure, file naming)
Discipline - Digital Media	DGME 167	Web Design I	SLO 7	Demonstrate integration with other software programs	2016 (Summer)	Assignment/Project	80% of students were able to integrate Photoshop and Illustrator files	Achieved Goal	25	20 This the first course students take and most do not know of the software used in the industry. Continue to increase their proficiency with Photoshop and Illustrator. Develop 1 unit skill builder course in Photoshop and Illustrator.
Discipline - Disabled Students Programs and Services	DSKL 800	Learning Skills Assessment for DSPS	SLO 1	Identify their learning style preferences	2016 - 2017 (Fall)	Presentation/Performance	At the end of the 8-week course, all seven registered students demonstrated their increased understanding of their learning strengths and challenges. In addition, they had a more effective set of learning tools for meeting their challenges. They also learned about their needs and rights to appropriate accommodations and how to	Achieved Goal	7	7
Discipline - Disabled Students Programs and Services	DSKL 800	Learning Skills Assessment for DSPS	SLO 2	Identify effective learning strategies necessary to college success	2016 - 2017 (Fall)	Presentation/Performance	At the end of the 8-week course, all seven registered students demonstrated their increased understanding of their learning strengths and challenges. In addition, they had a more effective set of learning tools for meeting their challenges. They also learned about their needs and rights to appropriate accommodations and how to effectively self-advocate to get those accommodations.	Achieved Goal	7	7 At the end of the 8-week course, all seven registered students demonstrated their increased understanding of their learning strengths and challenges. In addition, they had a more effective set of learning tools for meeting their challenges. They also learned about their needs and rights to appropriate accommodations and how to effectively self-advocate to get those accommodations. - Move on to measuring a different SLO next year.
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 1	Analyze the work environment in order to employ proper safety measures	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51

Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 1	Analyze the work environment in order to employ proper safety measures	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 2	Recognize the major attributes of electrical materials	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 2	Recognize the major attributes of electrical materials	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 3	Evaluate and certify wire size, wire connections, wire insulation	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 3	Evaluate and certify wire size, wire connections, wire insulation	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 4	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 4	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 5	Demonstrate proper technique with respect to fastening device installation	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 5	Demonstrate proper technique with respect to fastening device installation	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 6	Interpret blueprint drawings	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 6	Interpret blueprint drawings	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 7	Recognize the proper formulas for fabricating conduit bends	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51

Discipline - Electrical Technology	ELEL 741	Electrical Apprenticeship I	SLO 7	Recognize the proper formulas for fabricating conduit bends	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 1	Recognize the major attributes of test instruments	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 1	Recognize the major attributes of test instruments	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 2	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 2	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 3	Recognize the major attributes of Alternating Current (AC) in relationship to Direct Current (DC)	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 3	Recognize the major attributes of Alternating Current (AC) in relationship to Direct Current (DC)	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 4	Recognize the major attributes of Commercial Blueprints in relationship to Residential Blueprints	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 4	Recognize the major attributes of Commercial Blueprints in relationship to Residential Blueprints	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 5	Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 743	Electrical Apprenticeship III	SLO 5	Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 1	Recognize electrical safety and awareness of electrical hazards	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41

Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 1	Recognize electrical safety and awareness of electrical hazards	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 2	Recognize the major attributes of Industrial Blueprints in relations to Industrial Specifications	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 2	Recognize the major attributes of Industrial Blueprints in relations to Industrial Specifications	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 3	Recognize the fundamental function of Semiconductors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 3	Recognize the fundamental function of Semiconductors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 4	Recognize the fundamental function of Transistors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 745	Electrical Apprenticeship V	SLO 4	Recognize the fundamental function of Transistors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 1	Recognize the attributes of Magnetism in relationship to motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 1	Recognize the attributes of Magnetism in relationship to motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 2	Recognize the various configurations of motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 2	Recognize the various configurations of motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 3	Recognize and apply motor starters to various motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43

Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 3	Recognize and apply motor starters to various motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 4	Recognize and apply operating and indicating devices	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 4	Recognize and apply operating and indicating devices	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 5	Recognize and apply motor control diagrams for alternating and direct current motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 747	Electrical Apprenticeship VII	SLO 5	Recognize and apply motor control diagrams for alternating and direct current motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 1	Recognize the attributes of fire alarm systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 1	Recognize the attributes of fire alarm systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 2	Recognize the attributes of Boolean Algebra	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 2	Recognize the attributes of Boolean Algebra	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 3	Recognize and apply wiring and wiring methods for fire alarm systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 3	Recognize and apply wiring and wiring methods for fire alarm systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 4	Recognize the attributes of low voltage security and telephone systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39

Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 4	Recognize the attributes of low voltage security and telephone systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 5	Recognize the attributes of structured cabling system	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 5	Recognize the attributes of structured cabling system	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 6	Recognize the attributes of generated power and distribution	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Discipline - Electrical Technology	ELEL 749	Electrical Apprenticeship IX	SLO 6	Recognize the attributes of generated power and distribution	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Discipline - English	ENGL 100	Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of their own	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	30
Discipline - English	ENGL 100	Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see uploads	Achieved Goal	41	31
Discipline - English	ENGL 100	Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers and correct	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	28
Discipline - English	ENGL 100	Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	32
Discipline - English	ENGL 100	Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	32
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting ideas of others in relation to ideas of	2016 - 2017 (Fall)	Essay	Three sections assessed	Achieved Goal	64	57
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting ideas of others in relation to ideas of	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	73	51
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2016 - 2017 (Fall)	Essay	Three sections assessed	Achieved Goal	64	59
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	73	51
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers and correct	2016 - 2017 (Fall)	Essay	Three sections assessed	Achieved Goal	64	49
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers and correct	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	73	51
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2016 - 2017 (Fall)	Essay	Three sections assessed	Achieved Goal	64	48
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	73	49
Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2016 - 2017 (Fall)	Essay	Three sections assessed	Achieved Goal	64	53

Discipline - English	ENGL 105	Intensive Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	73	55	
Discipline - English	ENGL 110	Composition, Literature, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	23	
Discipline - English	ENGL 110	Composition, Literature, and Critical Thinking	SLO 2	Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	20	
Discipline - English	ENGL 110	Composition, Literature, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	17	
Discipline - English	ENGL 161	Creative Writing I	SLO 1	Identify, integrate and use specific elements of poetry to create poems of varying form and subject matter.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10	
Discipline - English	ENGL 161	Creative Writing I	SLO 2	Identify, understand and use specific elements of fiction to create short	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10	
Discipline - English	ENGL 161	Creative Writing I	SLO 3	Critique their own work and works of their peers with regard to elements of poetry and fiction.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10	
Discipline - English	ENGL 162	Creative Writing II	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3	
Discipline - English	ENGL 162	Creative Writing II	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3	
Discipline - English	ENGL 162	Creative Writing II	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3	
Discipline - English	ENGL 163	Creative Writing III	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4	
Discipline - English	ENGL 163	Creative Writing III	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4	
Discipline - English	ENGL 163	Creative Writing III	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4	
Discipline - English	ENGL 165	Composition, Argument, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to arguments presented in a variety of forms, in order to analyze and evaluate them	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18	
Discipline - English	ENGL 165	Composition, Argument, and Critical Thinking	SLO 2	Write fluent essays that demonstrate an understanding of the different positions in a complex argument, and that present an effective, nuanced, persuasive based argument.	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18	
Discipline - English	ENGL 165	Composition, Argument, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources	2016 - 2017 (Spring)		see program review	Achieved Goal	24	18	
Discipline - English	ENGL 828	Basic Composition and Reading	SLO 1	Read a text and identify the main point and some supporting points.	2017 - 2018 (Fall)	Essay	docs	Achieved Goal	14	11	
Discipline - English	ENGL 828	Basic Composition and Reading	SLO 2	Accurately summarize assigned course readings and other materials	2017 - 2018 (Fall)	Essay	docs	Achieved Goal	14	11	
Discipline - English	ENGL 828	Basic Composition and Reading	SLO 3	Write short, expository, text-based essays.	2017 - 2018 (Fall)	Essay	docs	Achieved Goal	14	14	
Discipline - English	ENGL 828	Basic Composition and Reading	SLO 4	Show logical relationships between ideas at the sentence level.	2017 - 2018 (Fall)	Essay	docs	Achieved Goal	14	12	
Discipline - English	ENGL 828	Basic Composition and Reading	SLO 5	Proofread for basic grammar and usage errors.	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	14	9	
Discipline - English	ENGL 838	Intensive Introduction to Composition and Reading	SLO 1	Use effective reading strategies to comprehend a variety of texts.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16	
Discipline - English	ENGL 838	Intensive Introduction to Composition and Reading	SLO 2	Write text-based essays unified around a clear thesis statement.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16	
Discipline - English	ENGL 838	Intensive Introduction to Composition and Reading	SLO 3	Develop essays using specific details drawn from assigned texts as well as personal experience and knowledge.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16	
Discipline - English	ENGL 838	Intensive Introduction to Composition and Reading	SLO 4	Write clear, complex sentences using coordinating and subordinating conjunctions, concession, and noun phrases and appositives	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	10	
Discipline - English	ENGL 838	Intensive Introduction to Composition and Reading	SLO 5	Proofread effectively for basic grammar and usage errors.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	12	
Discipline - ESL	ESL 400	Composition for Non-Native Speakers	SLO 1	write a developed, organized text-based expository essay with an explicitly stated thesis using idiomatically and grammatically appropriate language.	2016 - 2017 (Fall)	Exam	77% of the students succeeded in achieving this SLO.	Inconclusive	188	145	The percentage of students who achieved this SLO is significantly lower than it was last time we assessed this SLO. This could be due to many factors, but main one is probably the change in placement test.

Discipline - ESL	ESL 400	Composition for Non-Native Speakers	SLO 2	incorporate short quotations from an outside source and accurately paraphrase passages from the source with appropriate citation.	2017 - 2018 (Fall)	Assignment/Project	76% of the students successfully achieved this SLO. This percentage is much lower than it was the last time we assessed this SLO.	Did Not Achieve Goal	143	189	The percentage of students who achieved this SLO is significantly lower than it was the last time we assessed this SLO. This lower achievement is probably due to a change in our placement test. It is also possible that this change is due to increasing numbers of students placing into ESL 400 who have just recently arrived in the U.S. and who are less familiar with academic norms regarding the correct use of outside sources than students who have lived here longer.
Discipline - ESL	ESL 826	Writing for Non-Native Speakers II	SLO 1	write an academic paragraph with reasonable development, organization, mechanics, and level appropriate vocabulary	2017 - 2018 (Fall)	Other	see docs	Achieved Goal	18	13	
Discipline - ESL	ESL 826	Writing for Non-Native Speakers II	SLO 2	use low-intermediate grammar structures appropriately in academic	2017 - 2018 (Fall)	Other	see docs	Achieved Goal	18	13	
Discipline - ESL	ESL 827	Writing for Non-Native Speakers III	SLO 1	use intermediate grammar structures appropriately in academic paragraphs by demonstrating the understanding of the form, meaning, and use of these structures	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	75	57	
Discipline - ESL	ESL 827	Writing for Non-Native Speakers III	SLO 2	write a well-developed, organized, academic paragraphs with a clear topic sentence, supporting ideas, and a concluding statement	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	75	55	
Discipline - ESL	ESL 827	Writing for Non-Native Speakers III	SLO 3	write a basic essay with a rudimentary introductory paragraph with a clear thesis statement, well-developed body paragraphs, and a brief concluding statement	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	75	56	
Discipline - ESL	ESL 827	Writing for Non-Native Speakers III	SLO 4	use reading materials, student model paragraphs, and/or a short novel to build schema for writing assignments.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	75	61	
Discipline - ESL	ESL 828	Writing for Non-Native Speakers IV	SLO 1	Write a developed, organized, text-based, expository essay with an explicitly stated thesis using	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	189	144	
Discipline - ESL	ESL 828	Writing for Non-Native Speakers IV	SLO 2	idiomatically and grammatically incorporate short quotations from an outside source and accurately paraphrase passages from the source with appropriate citation	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	189	140	
Discipline - Film	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2016 - 2017 (Fall)	Exam	2 sections of Film 100, both OL, one accelerated.	Achieved Goal	88	75	
Discipline - Film	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	46	
Discipline - Film	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2016 - 2017 (Fall)	Exam	2 sections of film 100, both OL, one accelerated	Achieved Goal	88	76	
Discipline - Film	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	30	
Discipline - Film	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres,	2016 - 2017 (Fall)	Exam	2 sections film 100, both OL, one accelerated	Achieved Goal	88	82	
Discipline - Film	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres,	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	43	
Discipline - Film	FILM 120	Film History I	SLO 1	identify the major phases of the historical development of film	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	25	
Discipline - Film	FILM 120	Film History I	SLO 2	identify major styles, movements and national schools of filmmaking	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	20	
Discipline - Film	FILM 120	Film History I	SLO 3	analyze the relationship between film art and social/historical context	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	28	
Discipline - Film	FILM 122	Film History Focus	SLO 1	distinguish and apply critical categories in the study of specific periods of film history.	2016 - 2017 (Fall)	Exam	one on campus section / mainly Intl Ed	Achieved Goal	51	44	
Discipline - Film	FILM 122	Film History Focus	SLO 2	identify key films and directors of a specific film history period.	2016 - 2017 (Fall)	Essay	one on campus section / mainly Intl Ed	Achieved Goal	51	39	issues around large quantity of Intl Ed students for this class
Discipline - Film	FILM 122	Film History Focus	SLO 3	critically articulate the relationship between film art and historical	2016 - 2017 (Fall)	Exam	one on campus section / mainly Intl Ed	Achieved Goal	51	37	Intl Ed student issues need to be addressed
Discipline - Film	FILM 130	Film Directors	SLO 1	distinguish and apply critical categories in the study of film authorship	2016 - 2017 (Fall)	Forum	one section OL	Achieved Goal	32	27	
Discipline - Film	FILM 130	Film Directors	SLO 2	identify key film directors and their contributions to film history and film	2016 - 2017 (Fall)	Presentation/Performance	one OL section	Achieved Goal	31	29	
Discipline - Film	FILM 130	Film Directors	SLO 3	critically articulate the relationship between film directors and the development of film art	2016 - 2017 (Fall)	Exam	one OL section	Achieved Goal	30	25	
Discipline - Film	FILM 145	Watching Quality Television	SLO 1	Identify key aesthetic and cultural relationships between film and	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	32	28	
Discipline - Film	FILM 145	Watching Quality Television	SLO 2	Identify major historical development in film during the television age	2017 - 2018 (Fall)	Assignment/Project	program review	Inconclusive	32	12	
Discipline - Film	FILM 145	Watching Quality Television	SLO 3	Write critical commentary and essays explaining the interplay between film and television	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	32	27	

Discipline - Fire Technology	FIRE 714	Wildland Fire Control	SLO 1	Explain the unique nature of wildland fires relating to fuels, topography, weather and fire behavior	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27
Discipline - Fire Technology	FIRE 714	Wildland Fire Control	SLO 2	Discuss the various approaches to prevent, control and extinguish wildland fires	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Discipline - Fire Technology	FIRE 714	Wildland Fire Control	SLO 3	Describe the specific safety considerations connected with wildland firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Discipline - Fire Technology	FIRE 714	Wildland Fire Control	SLO 4	Analyze the factors affecting wildland firefighting given the recognized tactics employed to extinguish wildland fires and promote personnel safety issues	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	31
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	30
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	33
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	43
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	27
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	34
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Discipline - Fire Technology	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	30
Discipline - Fire Technology	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27

Discipline - Fire Technology	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Fire Technology	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	28
Discipline - Fire Technology	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Discipline - Fire Technology	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Discipline - Fire Technology	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Discipline - Fire Technology	FIRE 725	Fire Apparatus and Equipment	SLO 1	Identify fire service apparatus and fire service equipment	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Discipline - Fire Technology	FIRE 725	Fire Apparatus and Equipment	SLO 2	Describe fire service apparatus and equipment features and uses	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Discipline - Fire Technology	FIRE 725	Fire Apparatus and Equipment	SLO 3	Explain apparatus operations for fire scene/emergency needs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Discipline - Fire Technology	FIRE 730	Fire Behavior and Combustion	SLO 1	Identify the fundamental theories of fire behavior and combustion	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Discipline - Fire Technology	FIRE 730	Fire Behavior and Combustion	SLO 1	Identify the fundamental theories of fire behavior and combustion	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Discipline - Fire Technology	FIRE 730	Fire Behavior and Combustion	SLO 2	Differentiate the various types of extinguishing agents	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Discipline - Fire Technology	FIRE 730	Fire Behavior and Combustion	SLO 2	Differentiate the various types of extinguishing agents	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Discipline - Fire Technology	FIRE 740	Building Construction for Fire Protection	SLO 1	Identify various classifications of building construction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20
Discipline - Fire Technology	FIRE 740	Building Construction for Fire Protection	SLO 1	Identify various classifications of building construction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	44

Discipline - Fire Technology	FIRE 740	Building Construction for Fire Protection	SLO 2	Understand theoretical concepts of how fire impacts major types of building construction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Discipline - Fire Technology	FIRE 740	Building Construction for Fire Protection	SLO 2	Understand theoretical concepts of how fire impacts major types of building construction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	44
Discipline - Fire Technology	FIRE 745	Fire Protection Systems	SLO 1	Identify and describe various types and uses of fire protection systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Discipline - Fire Technology	FIRE 745	Fire Protection Systems	SLO 1	Identify and describe various types and uses of fire protection systems	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Fire Technology	FIRE 745	Fire Protection Systems	SLO 2	Describe the basic elements of a public water supply system as it relates to fire protection	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Discipline - Fire Technology	FIRE 745	Fire Protection Systems	SLO 2	Describe the basic elements of a public water supply system as it relates to fire protection	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Fire Technology	FIRE 748	Firefighter Safety & Survival	SLO 1	Identify and explain the 16 life safety initiatives	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	39	37
Discipline - Fire Technology	FIRE 748	Firefighter Safety & Survival	SLO 1	Identify and explain the 16 life safety initiatives	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	28
Discipline - Fire Technology	FIRE 748	Firefighter Safety & Survival	SLO 2	Understand the concepts of risk management and mitigation as it pertains to emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	39	39
Discipline - Fire Technology	FIRE 748	Firefighter Safety & Survival	SLO 2	Understand the concepts of risk management and mitigation as it pertains to emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	31
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 1	Identify the minimum qualifications and preparation required to become a valued member of the fire service	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	10	10
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 1	Identify the minimum qualifications and preparation required to become a valued member of the fire service	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 2	Demonstrate the ability to complete an application and resume	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	10	10
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 2	Demonstrate the ability to complete an application and resume	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18

Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 3	Demonstrate the verbal communication skills required for an oral board interview	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	10	10
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 3	Demonstrate the verbal communication skills required for an oral board interview	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 4	Recognize the skills needed for the physical aspect of the fire service career	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	10	9
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 4	Recognize the skills needed for the physical aspect of the fire service career	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	17
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 5	Discuss the importance of diversity and professional ethics in the fire service	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	10	9
Discipline - Fire Technology	FIRE 770	Fire Service Career Prep	SLO 5	Discuss the importance of diversity and professional ethics in the fire service	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	22
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17

Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	22
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Discipline - Fire Technology	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Discipline - Fire Technology	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23

Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 1	Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by the State Fire Training Office of	2016 (Summer)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	4	4
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 1	Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by the State Fire Training Office of	2016 - 2017 (Fall)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	32	31
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 1	Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by the State Fire Training Office of	2016 - 2017 (Spring)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	2	2
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 1	Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by the State Fire Training Office of	2017 (Summer)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	7	7
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 2	Demonstrate the ability to work as part of a team in a fire service environment	2016 (Summer)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	4	4
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 2	Demonstrate the ability to work as part of a team in a fire service environment	2016 - 2017 (Fall)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	32	31
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 2	Demonstrate the ability to work as part of a team in a fire service environment	2016 - 2017 (Spring)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	2	2
Discipline - Fire Technology	FIRE 812	Firefighter Cadet III	SLO 2	Demonstrate the ability to work as part of a team in a fire service environment	2017 (Summer)	Presentation/Performance	Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by meeting the criteria set by their employing	Achieved Goal	7	7
Discipline - Fitness	FITN 112.1	Cross Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the assessments	Achieved Goal	8	7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 112.1	Cross Training I	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises at a beginning level.	Achieved Goal	8	8 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Fitness	FITN 112.2	Cross Training II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more fitness assessments.	Achieved Goal	15	14 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 112.2	Cross Training II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises at a beginning level.	Achieved Goal	15	15 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.1	Body Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	156	151 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.1	Body Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments.	Achieved Goal	99	99 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.1	Body Conditioning I	SLO 2	Demonstrate knowledge of various exercises	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	156	156 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Fitness	FITN 116.1	Body Conditioning I	SLO 2	Demonstrate knowledge of various exercises	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	99	99
Discipline - Fitness	FITN 116.2	Body Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	33	32 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.2	Body Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	19	18 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.2	Body Conditioning II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	33	33 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.2	Body Conditioning II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	19	19
Discipline - Fitness	FITN 116.3	Body Conditioning III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	16	15 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.3	Body Conditioning III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.3	Body Conditioning III	SLO 2	Demonstrate knowledge of various exercises at an advanced level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	16	16 Based on the assessment results SLO's are appropriate and no further action is necessary at this time

Discipline - Fitness	FITN 116.3	Body Conditioning III	SLO 2	Demonstrate knowledge of various exercises at an advanced level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	5	5
Discipline - Fitness	FITN 116.4	Body Conditioning IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.4	Body Conditioning IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.4	Body Conditioning IV	SLO 2	Demonstrate knowledge of various exercises at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 116.4	Body Conditioning IV	SLO 2	Demonstrate knowledge of various exercises at an expert level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 134	Track and Trail Aerobics	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Fall)	Pre and Post Test	88% of all students improved in one or more of; body composition, range of motion, overall body weight, resting heart rate strength and endurance and aerobic	Achieved Goal	33	29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 134	Track and Trail Aerobics	SLO 2	Demonstrate knowledge of various exercises.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	33	33 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments	Achieved Goal	113	109 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	54	53 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Spring)	Presentation/Performance	Students were successful in understanding and engaging in a prescriptive weight training program focusing on the core muscles	Achieved Goal	27	26 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2017 - 2018 (Fall)	Pre and Post Test	95% of all students improved on one or more of the fitness assessments.	Achieved Goal	33	31 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	113	113 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	54	54 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2016 - 2017 (Spring)	Presentation/Performance	All students were able to identify the major muscle groups that make up the core and understand which exercises develop those muscles	Achieved Goal	26	25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.1	Weight Training I	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2017 - 2018 (Fall)	Other	Students demonstrated knowledge of various exercises at a beginning level.	Achieved Goal	33	29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	30	29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	15	15 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2016 - 2017 (Spring)	Pre and Post Test	99% of students improved in one or more of body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	Achieved Goal	8	8 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2017 - 2018 (Fall)	Pre and Post Test	95% of all students improved on one or more of the fitness assessments	Achieved Goal	9	9 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	30	30
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	15	15 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Spring)	Presentation/Performance	All students demonstrated knowledge of various exercises at an intermediate level.	Achieved Goal	8	8 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.2	Weight Training II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2017 - 2018 (Fall)	Other	Students demonstrated knowledge of various exercises at an intermediate level.	Achieved Goal	9	9 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 201.3	Weight Training III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	8	8 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.

Discipline - Fitness	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Fitness	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Geological Sciences	GEOL 100	Survey of Geology	SLO 5	Identify and describe basic properties of minerals and rocks and understand their importance as Earth resources	2016 - 2017 (Spring)	Assignment/Project	4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments	Achieved Goal	30	24 Quiz grades were averaged for each student that took all 4. Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used. 24/30 or 80% of students were successful with minimum score of 80%. 6 students were not assessed due to too many missing grades. See attached
Discipline - Geological Sciences	GEOL 101	Geology Laboratory	SLO 2	Demonstrate an understanding of geologic concepts and principles by being able to apply these concepts to identify and/or interpret geologic features	2016 - 2017 (Spring)	Exam	48 point written test requiring students to determine earthquake epicenter, magnitude and relative motion from seismograms; and determine plate rates and directions from hot spot volcanic features map – no calculators allowed	Achieved Goal	17	11 17 students took the exam. 11 scored 69% or higher. 6 scored 67% or lower. Although only 65% of students were successful, scoring at least 69% or higher, no changes were recommended considering the large quantity of math operations required, no math prerequisite and no use of calculators.
Discipline - Health Science	HSCI 100	General Health Science	SLO 1	Define health, describe all the dimensions of health (topics 1, 2, 4, 5, 7, 8, 9, 12, 14, and 15.)	2016 (Summer)	Other	Of 37 students who completed the course, 34 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	37	34
Discipline - Health Science	HSCI 100	General Health Science	SLO 1	Define health, describe all the dimensions of health (topics 1, 2, 4, 5, 7, 8, 9, 12, 14, and 15.)	2016 - 2017 (Fall)	Exam	Students who passed the course with a final grade of C (70%) or higher achieved the SLO. Out of 795 total points available, students must earn 557 points to pass	Achieved Goal	50	36 Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.
Discipline - Health Science	HSCI 100	General Health Science	SLO 1	Define health, describe all the dimensions of health (topics 1, 2, 4, 5, 7, 8, 9, 12, 14, and 15.)	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	42	35
Discipline - Health Science	HSCI 100	General Health Science	SLO 2	Explain the importance of health knowledge and health skills to your overall well-being (topics 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15 and 16.)	2016 (Summer)	Other	Of 37 students who completed the course, 34 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	37	34
Discipline - Health Science	HSCI 100	General Health Science	SLO 2	Explain the importance of health knowledge and health skills to your overall well-being (topics 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15 and 16.)	2016 - 2017 (Fall)	Forum	Students who passed the course with a final grade of C (70%) or higher achieved the SLO. Out of 1092 total points available, students must earn 765 points to pass	Achieved Goal	36	50 Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.
Discipline - Health Science	HSCI 100	General Health Science	SLO 2	Explain the importance of health knowledge and health skills to your overall well-being (topics 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15 and 16.)	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	42	35
Discipline - Health Science	HSCI 100	General Health Science	SLO 3	Differentiate among behaviors related to health (topics 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, and 15.)	2016 (Summer)	Other	Of 37 students who completed the course, 34 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	37	34
Discipline - Health Science	HSCI 100	General Health Science	SLO 3	Differentiate among behaviors related to health (topics 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, and 15.)	2016 - 2017 (Fall)	Forum	Students who passed the course with a final grade of C (70%) or higher achieved the SLO. Out of 1092 total points available, students must earn 765 points to pass	Achieved Goal	36	50 Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.
Discipline - Health Science	HSCI 100	General Health Science	SLO 3	Differentiate among behaviors related to health (topics 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, and 15.)	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	42	35
Discipline - Health Science	HSCI 100	General Health Science	SLO 4	Become familiar with different means of health assessment and ways to draw accurate conclusions about your health status from your observations	2016 (Summer)	Other	Of 37 students who completed the course, 34 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	37	34
Discipline - Health Science	HSCI 100	General Health Science	SLO 4	Become familiar with different means of health assessment and ways to draw accurate conclusions about your health status from your observations	2016 - 2017 (Fall)	Assignment/Project	Students who passed the course with a final grade of C (70%) or higher achieved the SLO. Out of 1092 total points available, students must earn 765 points to pass.	Achieved Goal	36	50 Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.
Discipline - Health Science	HSCI 100	General Health Science	SLO 4	Become familiar with different means of health assessment and ways to draw accurate conclusions about your health status from your observations	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	42	35
Discipline - Health Science	HSCI 100	General Health Science	SLO 5	Understand the value of keeping accurate, up-to-date health records (topics 1 through 16.)	2016 (Summer)	Other	Of 37 students who completed the course, 34 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	37	34
Discipline - Health Science	HSCI 100	General Health Science	SLO 5	Understand the value of keeping accurate, up-to-date health records (topics 1 through 16.)	2016 - 2017 (Fall)	Assignment/Project	Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.	Achieved Goal	36	50 Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.
Discipline - Health Science	HSCI 100	General Health Science	SLO 5	Understand the value of keeping accurate, up-to-date health records (topics 1 through 16.)	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	42	35

Discipline - Health Science	HSCI 100	General Health Science	SLO 6	Define prevention and explain its importance in your life (topics 1 and 16)	2016 (Summer)	Other	Of 37 students who completed the course, 34 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	37	34
Discipline - Health Science	HSCI 100	General Health Science	SLO 6	Define prevention and explain its importance in your life (topics 1 and 16)	2016 - 2017 (Fall)	Exam	Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.	Achieved Goal	36	50 Students who pass the class with 70% or better met this SLO. Next steps, assess SLO in the next assessment cycle.
Discipline - Health Science	HSCI 100	General Health Science	SLO 6	Define prevention and explain its importance in your life (topics 1 and 16)	2016 - 2017 (Spring)	Assignment/Project	Students who completed the class with a C or better met this SLO.	Achieved Goal	42	35
Discipline - History	HIST 100	History of Western Civilization I	SLO 1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Discipline - History	HIST 100	History of Western Civilization I	SLO 2	Analyze the concept of the West.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Discipline - History	HIST 100	History of Western Civilization I	SLO 3	Analyze changes in political, social, and economic organization in the western world and explain their historical significance.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Discipline - History	HIST 100	History of Western Civilization I	SLO 4	Explain the historical significance of major discoveries, inventions, and scientific achievements.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Discipline - History	HIST 100	History of Western Civilization I	SLO 5	Explain the historical significance in art, architecture, and literature.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Discipline - History	HIST 201	United States History I	SLO 2	Apply basic historical methodology, terminology and skills.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Discipline - History	HIST 201	United States History I	SLO 3	Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Discipline - History	HIST 201	United States History I	SLO 4	Demonstrate an understanding of the United States' political, scientific, technological, economic and cultural evolutions in a global context.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Discipline - History	HIST 201	United States History I	SLO 5	Analyze the historical roots of contemporary social, economic, political, religious, legal, constitutional, environmental and cultural issues.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Discipline - History	HIST 201	United States History I	SLO 6	Trace and explain the development of democratic ideals and practices, as well as representative institutions, and the forces which nurtured them from the colonial period to 1877.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Discipline - History	HIST 201	United States History I	SLO 7	Analyze major political trends, attitudes, conflicts and events-- including both mainstream and reform efforts--and explain their historical significance.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45

Discipline - History	HIST 202	United States History II	SLO 2	Demonstrate an understanding of U.S. history through the analytical categories of race, class, gender and ethnicity.	2016 - 2017 (Spring)	Exam	68 % of students successfully demonstrated the ability to demonstrate an understanding of historical events through the analytical categories of race, class, gender and ethnicity. While the average class grade was 77%, there were 10 students who were not able to demonstrate, at mid-term, that they could not effectively use these analytical categories effectively.	Did Not Achieve Goal	33	22 While many students are clearly mastering the ability to use the analytical categories of race, class, gender and ethnicity effectively, more attention needs to be given to students who are not achieving this SLO. Paying more attention to disaggregated student data will be very helpful in identifying the various factors that are influencing student performance. Perhaps we are assuming a level of familiarity with these categories that not all students have. For example, students who are new to the United States or come from a culture without significant racial, class, and ethnic diversity may be far more unfamiliar with these categories than we assume. Similarly, students who do not have strong critical reading/listening skills may be struggling to master these analytical categories because we are not presenting them in a manner than they can fully comprehend them. Regardless, there are many pedagogical tools to improve our delivery of this SLO. Also, continued efforts to connect students with the Learning Center might help.
Discipline - History	HIST 202	United States History II	SLO 5	Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.	2016 - 2017 (Spring)	Assignment/Project	SLO 5 and SLO 6 were assessed as a component on a analytical research essay on social justice in modern America. In order to successfully complete the research essay, students had to identify, research using primary sources and scholarly secondary sources, an issue of social justice. To do this, students had to examine their selected topic in the larger context of inequity. They had to examine the historical roots of that inequity, explore who maintained that inequity, and who fought against it, thereby contextualizing their topic in terms of reform movements and mainstream political, cultural, and economic life. Students who completed the research essay were successful since they had to rewrite their essay and resubmit until they received a passing grade.	Achieved Goal	36	32 Overall, students demonstrated the ability to analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts, and were able to explain their historical significance. However, success rates were strongly determined by the fact that students were required to submit research proposals, bibliographies of primary and secondary materials, and to submit drafts of their research essays for review. Essays were edited carefully by the instructor in terms of analysis, sources, content, grammar and style. Students had to revise and resubmit their work until they had earned a C or higher. Many students went through the revision process as many as three times. Also, students had the entire semester to work on their research essays. Had the time been shorter or the oversight less intrusive, it is unlikely that students would have produced the same results on first draft.
Discipline - History	HIST 310	California History	SLO 2	Explain the role of geography as a delineating factor in the unique historical growth, economic power, and ethnic diversity of California.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (52% "succeeded") - however, when accounting for students who did not turn in an essay to grade (13/17), the success rate jumps to 89% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	36	19
Discipline - History	HIST 310	California History	SLO 3	Explain the evolution and development of the state government and the constitution of California from 1850 to recent times as well as the role played by state government in the	2016 - 2017 (Fall)	Exam	students overall did well on this SLO (72% "succeeded") - without demonstrating a before/after through prior exams, it is difficult to see where exactly students fell short of these concepts	Achieved Goal	36	26
Discipline - History	HIST 310	California History	SLO 4	Demonstrate a college-level knowledge of chronology and factual material necessary to explain major historical trends in the region's development.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (52% "succeeded") - however, when accounting for students who did not turn in an essay to grade (13/17), the success rate jumps to 89% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	36	19
Discipline - Kinesiology	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Fall)	Presentation/Performance	90% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	33	30 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Discipline - Kinesiology	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Spring)	Presentation/Performance	94% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	34	34 Based on the assessment results SLO's are appropriate and no further action is necessary at this time

Discipline - Kinesiology	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2017 - 2018 (Fall)	Presentation/Performance	88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	26	23 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Discipline - Kinesiology	KINE 120	First Aid/CPR	SLO 1	Recognize Emergencies, initiate the emergency action steps, check status of victim(s), respond to adult life threatening emergencies, respond to life threatening emergencies for adults, children and infants, identify causes of heart disease, apply first aid	2016 - 2017 (Spring)	Presentation/Performance	93% of students were able to recognize emergencies, initiate the emergency action steps, check status of victim(s), respond to adult life threatening emergencies, respond to life threatening emergencies for adults, children and infants, identify causes of heart disease, apply first aid for numerous	Achieved Goal	31	29 Students were tested for practical life saving skills after completing their coursework online.
Discipline - Kinesiology	KINE 126	Pilates Reformer Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students achieved this SLO. No steps needed for improvement at this time.
Discipline - Kinesiology	KINE 126	Pilates Reformer Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Reformer Exercises.	2016 - 2017 (Spring)	Assignment/Project	All students demonstrated skill and knowledge of the Pilates Reformer Exercises on exams, during lab practice, and during final practical teaching exam	Achieved Goal	20	20 100% of students achieved this SLO. No "next steps" needed.
Discipline - Kinesiology	KINE 126	Pilates Reformer Instructor Training	SLO 3	Plan a safe and effective Pilates Reformer class.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students passed their practical teaching exam demonstrating successful achievement in planning and teaching a safe and effective Pilates Reformer class. No adjustments needed in teaching methods and assignments at this time.
Discipline - Kinesiology	KINE 127	Pilates Apparatus Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Fall)	Presentation/Performance	100% of students demonstrated proper equipment set up during their practical teaching exams.	Achieved Goal	25	25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well.
Discipline - Kinesiology	KINE 127	Pilates Apparatus Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Apparatus Exercises.	2016 - 2017 (Fall)	Presentation/Performance	100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on exam exams	Achieved Goal	25	25 Methods of instruction are achieving positive results.
Discipline - Kinesiology	KINE 127	Pilates Apparatus Instructor Training	SLO 3	Plan and teach a safe and effective Pilates Apparatus class.	2016 - 2017 (Fall)	Exam	100% of students demonstrated proper equipment set up during their practical teaching exams.	Achieved Goal	25	25 All methods of instruction appear to be effective.
Discipline - Kinesiology	KINE 135	Academic Skill Development for Intercollegiate Athletes I	SLO 1	Learn to take effective notes in a classroom setting.	2016 - 2017 (Fall)	Assignment/Project	Students showed that they were able to take effective notes in a classroom setting.	Achieved Goal	20	20
Discipline - Kinesiology	KINE 135	Academic Skill Development for Intercollegiate Athletes I	SLO 2	Learn how to set specific, measurable, attainable, realistic and trackable goals.	2016 - 2017 (Fall)	Presentation/Performance	Students were able to set SMART goals	Achieved Goal	20	20 Continual work on goal setting is needed
Discipline - Kinesiology	KINE 135	Academic Skill Development for Intercollegiate Athletes I	SLO 3	Develop, maintain and organize an academic notebook.	2016 - 2017 (Fall)	Assignment/Project	students were able to develop maintain and organize an academic notebook	Achieved Goal	20	20 none noted
Discipline - Kinesiology	KINE 135	Academic Skill Development for Intercollegiate Athletes I	SLO 4	Understand the value of an SEP	2016 - 2017 (Fall)	Exam	Students understand the value of an SEP	Achieved Goal	25	22 none noted
Discipline - Kinesiology	KINE 135	Academic Skill Development for Intercollegiate Athletes I	SLO 5	Demonstrate an understanding of athletic eligibility requirements.	2016 - 2017 (Fall)	Exam	Students gained an understanding of athletic eligibility requirements	Achieved Goal	25	21 none noted
Discipline - Learning Center	LCTR 100	Effective Tutoring	SLO 1	evaluate a tutee's needs when tutoring.	2016 - 2017 (Fall)	Other	Assessment is done through direct observation of tutors as they are working with students	Achieved Goal	12	12 tutors who complete the LCTR 100 class continue to demonstrate their ability to determine a tutees needs through questioning and following good tutor practices.
Discipline - Learning Center	LCTR 100	Effective Tutoring	SLO 1	evaluate a tutee's needs when tutoring.	2016 - 2017 (Spring)	Other	Tutors showed their ability to evaluate their tutees' needs. Assessment was done through direct observation during tutoring sessions.	Achieved Goal	14	14 All tutors observed showed their ability to use questioning skills and other techniques for determining tutees' needs.
Discipline - Learning Center	LCTR 100	Effective Tutoring	SLO 2	listen effectively and use the Socratic Method to elicit tutee responses.	2016 - 2017 (Fall)	Other	Assessment done via direct observation of tutors as they work with students	Achieved Goal	12	12 Socratic questioning is only one form for eliciting tutee responses. Tutors demonstrated a basic ability but more practice during class would be helpful.
Discipline - Learning Center	LCTR 100	Effective Tutoring	SLO 2	listen effectively and use the Socratic Method to elicit tutee responses.	2016 - 2017 (Spring)	Other	Of the tutors observed, not all used Socratic questioning during their session. Some of that is due to the nature of the tutoring session. I'm not particularly worried since some tried to use basic Socratic methods during their session.	Inconclusive	14	6 All tutors showed use of questioning skills, but not all used specific Socratic methods. Something to monitor but no specific steps needed at this time.
Discipline - Learning Center	LCTR 100	Effective Tutoring	SLO 3	understand and utilize the 12-Step Tutoring Cycle when working with tutees.	2016 - 2017 (Fall)	Other	Assessment done via direct observation of tutors as they work with students	Achieved Goal	12	10 A couple of the students seemed to be short cutting the tutor cycle. That could be a function of the time of the term and they no longer felt the need to adhere quite so strictly to the steps. Something to address during on-going tutor inquiry group meetings

Discipline - Learning Center	LCTR 100	Effective Tutoring	SLO 3	understand and utilize the 12-Step Tutoring Cycle when working with tutees.	2016 - 2017 (Spring)	Other	Tutors understood how to use the full 12-step cycle and demonstrated its used during observations of tutor sessions and on their final video projects.	Achieved Goal	14	14 Tutors did a good job of working through the tutor cycle. Looking at prior results it is easy to understand how, later in the semester, tutors can start to short cut the full process. It would be a good idea to talk about having a refresh session during monthly tutor meetings.
Discipline - Library	LIBR 100	Introduction to Library Research	SLO 1	Summarize the information need and create a thesis statement and revise the statement with a manageable	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	20	13
Discipline - Library	LIBR 100	Introduction to Library Research	SLO 4	Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.	2016 (Summer)	Assignment/Project	In an evaluation of ten student assignments, students were able to demonstrate the relevance of their chosen resources to their topics 65% of the time. Two of the chosen students did not include the required information which lowered the average dramatically.	Did Not Achieve Goal	10	5 Two student projects did not meet the minimum requirements of the assignment and were given scores of 0 out of 4 in the evaluation. These two projects brought down the average of the overall group significantly. It's unclear how to avoid situations in which students either misunderstand assignments and don't ask for help, or chose not to complete the assignment as described based on some other circumstance (i.e. not giving themselves enough time to finish the assignment properly). Inclusion of example assignments are recommended, as well as an open period for questions and discussion about the project and expectations. It should also be noted that the assignment used in the evaluation asked students to submit only two sources. The evaluation was then broken down into three categories: a score of 0 for students who provided no demonstration, 2 for students who presented one demonstration, and 4 for students who presented two demonstrations. An increase in the number of sources available for evaluation may give a more rounded understanding of the students' grasp of the material.
Discipline - Library	LIBR 100	Introduction to Library Research	SLO 4	Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic.	2016 - 2017 (Fall)	Assignment/Project	In an evaluation of ten student assignments, students were able to demonstrate the relevance of their chosen resources to their topics 90% of the time. All students were able to demonstrate that at least three resources were relevant out of a possible five resources required.	Achieved Goal	10	10 The assignment for this class specifically required that students include information explaining why a source was pertinent to their chosen topic. Having a requirement such as this makes it easier to evaluate the SLO, as well as returning overall favorable results in evaluation. The wording of this SLO may need to be reexamined to determine how we define "demonstration" in library assignments. The evaluator took the word "demonstrate" to mean that a student was able to explain a source's pertinence to their topic instead of merely summarizing the content of the source, but this reading of the SLO may be too nuanced. Clarifying the expectations of this SLO should be thoroughly examined.
Discipline - Library	LIBR 100	Introduction to Library Research	SLO 6	Interpret / Construct a bibliographic citation using the rules of an appropriate citation style.	2016 (Summer)	Assignment/Project	Students were able to create proper and correct citations in the correct citation style 75% of the time.	Achieved Goal	10	7 Students did well with their citations overall, but students who had issues with their citations appeared to do poorly because the citation was an afterthought, having focused most of their energy on other parts of the assignment. An emphasis should be put upon understanding the purpose of citations, how their various parts (e.g. author, title, publication) are an essential part of the citing process, and that presenting citations in a professional manner are all part of the process of producing work in a scholarly environment.

Discipline - Library	LIBR 100	Introduction to Library Research	SLO 6	Interpret / Construct a bibliographic citation using the rules of an appropriate citation style.	2016 - 2017 (Fall)	Assignment/Project	Students were able to create proper and correct citations in the correct citation style 87.5% of the time	Achieved Goal	10	9 Students continue to struggle with the high level of detail required to create citations but the results are very satisfactory given the stringent requirements of this SLO. Additional methods of tracking interpretation of citations should be explored, such as quiz questions, instead of relying completely on measuring the students' ability to create citations. There are a number of citation generators and tools that make the citation process much easier for students, so a focus on their actual understanding and interpretation of said citations should be explored more deeply.
Discipline - Literature	LIT. 105	The Bible as Literature	SLO 1	Demonstrate familiarity with a variety of representative works from the Bible and Apocrypha, using the standard techniques and terms of literary analysis to discuss and interpret Biblical texts, identifying major literary,	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	17	17
Discipline - Literature	LIT. 105	The Bible as Literature	SLO 2	Present a critical, independent analysis of themes in one or more works of the Bible and Apocrypha in the form of a	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	17	17
Discipline - Literature	LIT. 151	Shakespeare	SLO 1	Demonstrate familiarity with a variety of representative works from Shakespeare, identifying major	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	21
Discipline - Literature	LIT. 151	Shakespeare	SLO 2	Present a critical, independent analysis of themes in one or more works of Shakespeare in the form of a project,	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	20
Discipline - Literature	LIT. 201	American Literature I	SLO 1	Demonstrate familiarity with a variety of representative works of American literature from the 1490s through the 1870s, identifying major literary,	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	24	22
Discipline - Literature	LIT. 201	American Literature I	SLO 2	Present a critical, independent analysis of themes in one or more works of American literature from the 1490s through the 1870s in the form of a	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	24	22
Discipline - Literature	LIT. 430	Greek Mythology and Classical Literature	SLO 1	Demonstrate familiarity with a variety of representative works from Greek mythology and Greek classical literature, identifying major literary,	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Discipline - Literature	LIT. 430	Greek Mythology and Classical Literature	SLO 2	Present a critical, independent analysis of themes in one or more works of Greek mythology or Greek classical literature in the form of a project,	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Discipline - Literature	LIT. 809	Bible as Literature	SLO 1	Identify standard forms of literature in major works of the Bible and the Apocrypha, including narrative,	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	2	2
Discipline - Literature	LIT. 809	Bible as Literature	SLO 2	Demonstrate an understanding of the difference between literary study of the Bible and other types, including Bible study per se, Bible as history, exegesis, etc., by using the standard techniques and terms of literary	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	2	2
Discipline - Literature	LIT. 823	American Literature I	SLO 1	Demonstrate an understanding of the contexts-historical, intellectual, social, and cultural- of a broad range of American literature from the 1490s through the 1870s	2016 - 2017 (Fall)	Discussion	One section assessed	Achieved Goal	1	1
Discipline - Literature	LIT. 830	Greek Mythology and Classical Literature	SLO 1	Discuss knowledgeably the cultural and historical context of Greek mythology and classical	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	2	2
Discipline - Literature	LIT. 830	Greek Mythology and Classical Literature	SLO 2	Discuss knowledgeably the relevance of classical Greek literature and culture to Western Civilization	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	2	2
Discipline - Literature	LIT. 830	Greek Mythology and Classical Literature	SLO 3	Analyze and discuss the significance of a selection of literary works	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	2	2
Discipline - Literature	LIT. 830	Greek Mythology and Classical Literature	SLO 4	Exercise critical thinking in reading a wide range of literature	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	2	2
Discipline - Management	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.

Discipline - Management	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individuals, teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Discipline - Management	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management concepts.	Achieved Goal	29	25 Review current SLOs for updating.
Discipline - Management	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Discipline - Management	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation.	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Discipline - Management	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual.	2016 - 2017 (Spring)	Forum	Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Discipline - Management	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Discipline - Management	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Discipline - Management	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Discipline - Management	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Discipline - Management	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Discipline - Management	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 1	State and apply correctly the definitions (unit circle, right triangle, and x-y-r), values for key angles, properties (e.g. periodicity and domain and range), basic identities for the six trigonometric functions and solve	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	32	30

Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 1	State and apply correctly the definitions (unit circle, right triangle, and x-y-r), values for key angles, properties (e.g. periodicity and domain and range), basic identities for the six trig functions, use algebra and identities to derive other identities, verify identities, simplify expressions, and solve trigonometric equations.	2017 - 2018 (Spring)	Exam	96% on this question.	Achieved Goal	27	26
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 2	Work with and apply the algebraic relationships among the six trig functions: use algebra and identities to derive other identities, verify identities, simplify expressions, and solve trigonometric equations.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	32	29
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 2	Work with and apply the algebraic relationships among the six trig functions: use algebra and identities to derive other identities, verify identities, simplify expressions, and solve trigonometric equations.	2017 - 2018 (Spring)	Exam	93%	Achieved Goal	27	25
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 3	Solve right triangles using right triangle definitions of trig functions, and oblique triangles using the laws of sines and cosines.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	32	30
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 3	Solve right triangles using right triangle definitions of trig functions, and oblique triangles using the laws of sines and cosines.	2017 - 2018 (Spring)	Exam	96%	Achieved Goal	27	26
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 4	Produce and interpret graphs of sine and cosine functions, with correct amplitude, period, phase shift, and	2016 - 2017 (Spring)		100%	Achieved Goal	27	27
Discipline - Mathematics	MATH 130	Analytical Trigonometry	SLO 4	Produce and interpret graphs of sine and cosine functions, with correct amplitude, period, phase shift, and	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	32	32
Discipline - Mathematics	MATH 190	Path to Statistics	SLO 1	collect, organize, analyze, and interpret data using various methods including statistical software and graphing calculators	2016 - 2017 (Fall)	Exam	19/23 showed competence. This is a new course and this is the first time we are assessing these course. This is fundamental and everything in the course is based on data, so it is very important that	Achieved Goal	23	19 Continue collecting data. First semester to collect data for matr 190. This semester establishes a base line.
Discipline - Mathematics	MATH 190	Path to Statistics	SLO 2	create, interpret, and manipulate relevant algebraic models in one and two variables	2016 - 2017 (Fall)	Exam	48% of students got showed competence (over 75% on tests) with another 22 coming close (60-75%)	Did Not Achieve Goal	23	11 this was a baseline. reassess the validity of our measurement (is the assessment question too hard?) reassess soon increase amount of time spend on this task.
Discipline - Mathematics	MATH 190	Path to Statistics	SLO 3	demonstrate effective learning strategies for success in college	2016 - 2017 (Fall)	Assignment/Project	this is hard to assess. might consider dropping this slo assessed a single learning strategy; completed a practice exam before the final	Achieved Goal	23	18 decide whether to keep the slo if keeping it, figure out ways to assess multiple learning strategies. maybe survey
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	73	13
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	39
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	31
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162

Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	28
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	33
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	31
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	27
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	30

Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	62
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other		Achieved Goal	73	50
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	35
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	36
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see attached to SLO 1	Achieved Goal	85	48
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other		Achieved Goal	73	58
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	33
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other		Achieved Goal	73	54
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	38
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	59
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other		Achieved Goal	73	65
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	46
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	26
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	43
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Inconclusive	219	145
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam		Achieved Goal	85	43
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other		Achieved Goal	73	61
Discipline - Mathematics	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	42
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 1	Find the derivatives of polynomial, rational, exponential, and logarithmic functions.	2017 - 2018 (Fall)	Other	see doc attached	Achieved Goal	24	24
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 2	Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 3	Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 4	Analyze the marginal cost, profit and revenue when given the appropriate function.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	22
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 5	Determine maxima and minima in optimization problems using the derivative.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	21
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 6	Use derivatives to find rates of change and tangent lines.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 7	Use calculus to analyze revenue, cost, and profit.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20

Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 8	Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	15
Discipline - Mathematics	MATH 241	Applied Calculus I	SLO 9	Use integration in business and economics applications.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	13
Discipline - Music	MUS. 100	Fundamentals of Music	SLO 1	Write and recognize written major, minor, and perfect simple intervals.	2016 - 2017 (Fall)	Other	MUS 100 AA (21 students): 76% scored 70% or higher. 57% scored 90% or higher. Assessments- quizzes, music theory.net assignment, final exam, in class assignments. Suggestions for improvement- an additional music theory.net assignment. Require students to write out entire major scale for each interval question.	Achieved Goal	43	34
Discipline - Music	MUS. 100	Fundamentals of Music	SLO 2	Recognize, notate, and use major and natural minor scales and key signatures.	2016 - 2017 (Fall)	Other	MUS 100 AB (22 students): 85% of the class were proficient in this using keys up to 5 sharps and flats. Assessment methods- homework, music theory.net assignments, music theory.net assignments, quizzes, final exam. Harmonic and melodic minor were also covered. SLO objective was fulfilled.	Achieved Goal	43	33
Discipline - Music	MUS. 100	Fundamentals of Music	SLO 3	Sight-read, analyze, and dictate basic rhythms in compound and simple meters.	2016 - 2017 (Fall)	Other	MUS 100 AB (22 students): 85% of the class were proficient in this using keys up to 5 sharps and flats. Assessment methods- homework, music theory.net assignments, music theory.net assignments, quizzes, final exam. Harmonic and melodic minor were also covered. SLO objective was fulfilled. MUS 100 AA (21 students): To assess this I am differentiating between simple and compound. For simple time rhythms from whole to eight notes and rests 86% scored 80% or higher. Simple meter up to rhythms using 16th notes. 71% of the class scored above 70% with this. Assessment method- homework, in class assignments, in class rhythm participation, quizzes, final exam. SLO Objective was fulfilled. Dictation was not a strong focus as it is covered more in MUS101. However, we did several in class assignments and it was featured on one test. In addition, musical examples were used in class to show how time signatures, meters, and rhythms work in a 'real world' setting. examples of classical and pop sheet music were examined as a class activity. Compound meter was limited to dotted half, dotted quarter, quarter, and eighth notes. 71% of the class could accurately analyze these rhythms in 3/8 and 6/8 time signatures. Assessment method- one quiz, Final exam, in class assignments and group work.	Achieved Goal	43	31
Discipline - Music	MUS. 100	Fundamentals of Music	SLO 4	Read treble and bass clef musical notation from C2 to C6. Locate treble and bass clef notes on piano keyboard	2016 - 2017 (Fall)	Other	MUS 100 AA (21 students): 100% of students. Assessment methods- multiple quizzes, final exam, homework, music theory.net assignments. SLO objective fulfilled. MUS 100 AB (22 students): 1)Read and notate pitches in treble and bass clef: 100% of students. Assessment methods- multiple quizzes, final exam, homework, music theory.net assignments. SLO objective fulfilled.	Achieved Goal	43	43
Discipline - Music	MUS. 111	Musicianship I	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies featuring leaps within the primary triads; taking dictation of rhythms with divided beats in a variety of meter signatures and tempos; aurally identifying all intervals up to the octave?ascending, descending, and harmonic; aurally identifying qualities: inversions and	2016 - 2017 (Fall)	Exam	The only area in which fewer than 70% of students did not demonstrate success in aural dictation was in the area of intervals. Only half the class received a 70% or higher. 7 of the remaining 10 did very poorly on this SLO. The other area that showed weakness was triad identification. Although 70% of the class received a 70% or higher, only a little over half the class got above 80%.	Achieved Goal	20	17

Discipline - Music	MUS. 111	Musicianship I	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies featuring leaps within the primary triads; taking dictation of rhythms with divided beats in a variety of meter signatures and tempos; aurally identifying all intervals up to the octave?ascending, descending, and harmonic; aurally identify triads, inversions, and	2017 - 2018 (Fall)	Assignment/Project	program review	Did Not Achieve Goal	22	12
Discipline - Music	MUS. 111	Musicianship I	SLO 2	Demonstrate the ability to "audiate" a musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos.; sight singing melodies featuring leaps within	2016 - 2017 (Fall)	Presentation/Performance	85% of students succeeded in performing rhythm with divided beats in two parts. 80% of students succeeded in singing a melody using leaps within the I and V chords.	Achieved Goal	20	17
Discipline - Music	MUS. 111	Musicianship I	SLO 2	Demonstrate the ability to "audiate" a musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos.; sight singing melodies featuring leaps within	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	22
Discipline - Music	MUS. 112	Musicianship II	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.; taking dictation of rhythms with subdivided beats in simple and compound meters.; taking harmonic dictation of common diatonic progressions with	2016 - 2017 (Spring)	Exam	Average scores were: Rhythmic Dict - 87%; Harmonic Dict - 85%; Melodic Dict - 86%; Intervals - 79%; Chord Qual/Inversions - 69%.	Achieved Goal	10	8 Overall students succeeding in all categories but the last. This is notoriously a difficult skill, and is worked on again in Mus 113. No further action is required at this time.
Discipline - Music	MUS. 112	Musicianship II	SLO 2	Demonstrate the ability to "audiate" a musical score by: sight reading and performing rhythms with subdivided beats in simple and compound meters.; sight singing melodies in major and minor keys featuring leaps	2016 - 2017 (Spring)	Exam	Prepared Rhythms - aver 92% (midterm). Sight-reading rhythms - aver 78% (final). Prepared Melodies - aver 86% (midterm). Sight-reading melodies - aver 77% (final)	Achieved Goal	10	10 True Sight =Reading is a concept introduced in this class and continues on in Mus 113/114. Students are fairing fine in this SLO for the amount of time they've been concentrating on it.
Discipline - Music	MUS. 113	Musicianship III	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of rhythms with triplets/duplets and syncopation in simple and compound meter signatures.; taking dictation of melodies in major and minor keys with triplets/duplets, syncopation, chromatic alterations, and modulation to closely-related keys.; aurally	2016 - 2017 (Fall)	Exam	8 of 8 succeeded in rhythmic dictation; 6 of 8 succeeded in melodic dictation; 7 of 8 succeeded in harmonic dictation. "Success" constituted receiving a 70-75% or higher.	Achieved Goal	8	7
Discipline - Music	MUS. 113	Musicianship III	SLO 2	Demonstrate the ability to "audiate" a musical score by: sight reading and performing rhythms with triplets/duplets and syncopation in simple and compound meters.; preparing and sight singing melodies with triplets/duplets, syncopation,	2016 - 2017 (Fall)	Presentation/Performance	same results as with SLO #1. 8 of 8 succeeded (scored a 70% or higher) in rhythmic sight reading and prepared performance, and 6 of 8 succeeded in melodic sight singing and prepared melody (with harmonization at the keyboard)	Achieved Goal	8	7
Discipline - Music	MUS. 114	Musicianship IV	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: a) aurally identifying and singing the diatonic modes (Lydian, Ionian, Mixolydian, Dorian, Aeolian, Phrygian, and Locrian); b) taking dictation of chromatic, modulating (especially to remote keys), modal, and post-tonal melodies; c) taking dictation of rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters; d) aurally identifying and transcribing harmonic progressions utilizing secondary/applied chords, mode	2016 - 2017 (Spring)	Exam	a) Modes - aver 85% success; b) melodic dict - aver 73% success; c) rhythmic dict - not assessed; d) harmonic dict - aver 80% success	Achieved Goal	4	4
Discipline - Music	MUS. 114	Musicianship IV	SLO 2	Demonstrate the ability to "audiate" a musical score by: a) sight reading and performing rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters; b) preparing and sight singing chromatic, modulating (especially to remote	2016 - 2017 (Spring)	Presentation/Performance	SR Rhythm - was prepared rhythm: 92.5% success; SR Melody - true SR - 99% success	Achieved Goal	4	4 The example given for sight-reading melody proved very easy for them, suggesting I could make a more challenging question in the future.
Discipline - Music	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2016 - 2017 (Fall)	Exam	90% of students showed strong comprehension for this subject. Only 2 students received 70% or lower on this program review	Achieved Goal	21	19
Discipline - Music	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18

Discipline - Music	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave); and 4. all qualities of triads	2016 - 2017 (Fall)	Exam	Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills.	Achieved Goal	21	20
Discipline - Music	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave); and 4. all qualities of triads	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	19
Discipline - Music	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2016 - 2017 (Fall)	Exam	This question related to composing sequences and transposition. 77% received	Achieved Goal	21	17
Discipline - Music	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	23
Discipline - Music	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols.	2016 - 2017 (Fall)	Exam	81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and piano style - and students were to label the chords with RNs, identify the cadences, and identify and	Achieved Goal	21	17
Discipline - Music	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18
Discipline - Music	MUS. 132	Harmony II	SLO 1	Analysis: Conduct harmonic and formal analysis of diatonic music (including music involving common chord modulation) using roman	2016 - 2017 (Spring)	Exam	Average score was 88%. Only one student got below 80% (67%)	Achieved Goal	10	9
Discipline - Music	MUS. 132	Harmony II	SLO 2	Harmonization: Compose original chords to folk, popular and/or chorale style melodies	2016 - 2017 (Spring)	Exam	harmonization of a modulating chorale melody - Final exam question: Students averaged 88%. Thow students not below a	Achieved Goal	10	8
Discipline - Music	MUS. 132	Harmony II	SLO 3	Part Writing 1: Construct, approach, and resolve all diatonic chords and 7th chords properly in all inversions in 4 voices including secondary chords & sequences	2016 - 2017 (Spring)	Exam	Average score on this exam question was 80%. Two students received below a 75%.	Achieved Goal	10	8 Smaller class size this semester (as compared to last assessment) may have something to do with the rise in success for this question, as more individual attention in class was possible.
Discipline - Music	MUS. 132	Harmony II	SLO 4	Part Writing 2: Realize figured bass, both modulating and non-modulating, including non-dominant 7ths, secondary chords and sequences	2016 - 2017 (Spring)	Exam	All students received a 90% or higher on this question.	Achieved Goal	10	10
Discipline - Music	MUS. 132	Harmony II	SLO 5	Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and following proper 4-part voice leading	2016 - 2017 (Spring)	Assignment/Project	Chorale Style Compositions: Average score was 86% ; no one received below a 70%.	Achieved Goal	10	10
Discipline - Music	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2016 - 2017 (Fall)	Exam	71% (10 out of 14) received 73% or higher on this SLO (Final exam section). (All but one of these scored above 83%). These results are significantly better than last year - more emphasis was put on drilling this	Achieved Goal	14	10
Discipline - Music	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	6
Discipline - Music	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques	2016 - 2017 (Fall)	Exam	9 of 12 students (75%) scored 77% or higher in the take-home exam involving analysis of two chromatic excerpts.	Achieved Goal	12	9
Discipline - Music	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	5
Discipline - Music	MUS. 133	Harmony III	SLO 3	Analysis 2: Conduct formal analysis of music which uses binary and ternary forms.	2016 - 2017 (Fall)	Exam	Final Exam had a question relating to period structure (form). No binary/ternary, as it was not covered.	Achieved Goal	12	10
Discipline - Music	MUS. 133	Harmony III	SLO 4	Creative Composition: Compose original music and harmonize melodies using: secondary, borrowed, Neapolitan and augmented 6th chords; sequences; and more advanced modulatory techniques	2016 - 2017 (Fall)	Capstone Project	students wrote complex chorale-style modulating compositions. Their grade was an average between their draft they turned in, all done on their own, and their final draft after considering my comments. 12 of the 14 students received a 76% or higher	Achieved Goal	14	12
Discipline - Music	MUS. 133	Harmony III	SLO 5	Figured Bass: Realize figured bass symbols involving secondary, borrowed, Neapolitan and augmented 6th chords and sequences	2016 - 2017 (Fall)	Exam	69% achieved 83% or higher on this Final exam question. Because of the wide discrepancy between those who mastered this SLO (83%+) and those who did not (one got a 67%, the rest were below 60%), I feel as though in general the concept was	Achieved Goal	13	9
Discipline - Music	MUS. 134	Harmony IV	SLO 1	Chromatic Topics: Compose and/or analyze music containing chromatic harmony such as extended chords, chromatic mediant, and/or chromatic reinterpretation	2016 - 2017 (Spring)	Exam	Exam #1 "Chromatic Chords" - 80% of students received and 80% or higher on this exam. The lowest score was 74%	Achieved Goal	10	10
Discipline - Music	MUS. 134	Harmony IV	SLO 2	New Scales and Techniques: Build, sing, and/or recognize modal, pentatonic, and synthetic scales, and neoburlesque and neo-tertian canonic	2016 - 2017 (Spring)	Exam	Average score was 85%. Two students scored below 70%	Achieved Goal	9	7
Discipline - Music	MUS. 134	Harmony IV	SLO 3	Creative Composition: Compose original short compositions using 20th century concert learned	2016 - 2017 (Spring)	Presentation/Performance	Every student succeeded well, demonstrating solid ability to apply concert learned to creative compositions	Achieved Goal	9	9

Discipline - Music	MUS. 134	Harmony IV	SLO 4	12-tone Music: Manipulate a 12-tone row in all its forms and construct the 12x12 tone row matrix	2016 - 2017 (Spring)	Exam	All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall)	Achieved Goal	9	9
Discipline - Music	MUS. 202	Music Listening and Enjoyment	SLO 1	recognize musical style characteristics such as classical, folk, popular, jazz, and world music.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	23
Discipline - Music	MUS. 202	Music Listening and Enjoyment	SLO 2	demonstrate general knowledge of major composers, and representative works from six style periods of Western music history as well as selected examples of non-Western	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Discipline - Music	MUS. 202	Music Listening and Enjoyment	SLO 3	skills.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Discipline - Music	MUS. 202	Music Listening and Enjoyment	SLO 4	describe appropriately what is heard while listening.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Discipline - Music	MUS. 202	Music Listening and Enjoyment	SLO 5	identify musical devices and processes that are common to all types of music.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Discipline - Music	MUS. 202	Music Listening and Enjoyment	SLO 6	experience and appreciate live musical performance.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	31
Discipline - Music	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2016 - 2017 (Fall)	Other	85% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	27	23 textbook outdated; need to hold students more accountable; Next Steps: change textbook to more accessible and updated; information; more progress checks for students
Discipline - Music	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2017 - 2018 (Fall)	Other	87% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	31	27 textbook updated, modestly more successful; Next Steps: need to continue to work on holding students more accountable; continue to supplement interactive media resources
Discipline - Music	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2016 - 2017 (Fall)	Assignment/Project	100% of students successfully mixed audio tracks in Project 1	Achieved Goal	27	27 First Project is always met with enthusiasm. Plan to keep this project as is.
Discipline - Music	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2017 - 2018 (Fall)	Assignment/Project	94% of students successfully mixed audio tracks in Project 1	Achieved Goal	31	29 The first project is always met with enthusiasm. Plan to keep this project as is.
Discipline - Music	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2016 - 2017 (Fall)	Assignment/Project	85% of students successfully recorded and edited digital audio tracks	Achieved Goal	27	23 Next steps: start field recording earlier in the semester
Discipline - Music	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2017 - 2018 (Fall)	Assignment/Project	81% of students successfully recorded and edited digital audio tracks	Achieved Goal	31	25 introduce field recording in lecture at the end of project 1
Discipline - Music	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2016 - 2017 (Fall)	Capstone Project	85% of students used MIDI in their final projects successfully	Achieved Goal	27	23 we will continue to use MIDI in the final project
Discipline - Music	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2017 - 2018 (Fall)	Assignment/Project	87% of students used MIDI in their final projects successfully	Achieved Goal	27	31 we will continue to use MIDI in the final project
Discipline - Music	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2016 - 2017 (Fall)	Capstone Project	85% of the students successfully completed an original composition for their final project	Achieved Goal	27	23 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will implement more progress checks
Discipline - Music	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2017 - 2018 (Fall)	Capstone Project	87% of the students successfully completed an original composition for their final project	Achieved Goal	31	27 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will continue to implement more progress checks; last semester this process improved project completion
Discipline - Music	MUS. 291	Electronic Music II	SLO 1	Orchestrate electronic music compositions.	2016 - 2017 (Spring)	Capstone Project	91% of students orchestrated original electronic music compositions for their final projects and concert performances	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts ; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO
Discipline - Music	MUS. 291	Electronic Music II	SLO 2	Incorporate MIDI sequencing into an original musical composition.	2016 - 2017 (Spring)	Capstone Project	91% of students used MIDI sequencing in an original music composition	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts ; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO.
Discipline - Music	MUS. 291	Electronic Music II	SLO 3	Incorporate digital audio into an original musical composition.	2016 - 2017 (Spring)	Capstone Project	91% of students used digital audio in original music compositions	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO.

Discipline - Music	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 1	Describe the theory behind various synthesis and sampling techniques	2016 - 2017 (Fall)	Exam	Only 30% of students could describe and answer technical questions on the theories behind various sampling and synthesis techniques as demonstrated by quizzes with an average of C or better.	Did Not Achieve Goal	20	6 Incorporate more practice quizzes that address the more abstract and technical points of synthesis; Look for more accessible resources; perhaps adopt a new textbook
Discipline - Music	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 2	Create original sounds using analog and digital synthesis	2017 - 2018 (Fall)	Assignment/Project	95% of students created original sounds using analog and digital synthesis	Achieved Goal	20	19 The midterm Project provides an opportunity to apply various synthesis techniques in a musical, creative way; continue using this project as a practical assessment
Discipline - Music	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 3	Create original sounds by recording, editing and processing audio samples	2016 - 2017 (Fall)	Assignment/Project	90% of students created original sounds using audio sampling techniques.	Achieved Goal	20	18 continue incorporating this element in the last lab and the final project to ensure proficiency in sampling
Discipline - Music	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 4	Integrate original sounds into original music composition	2016 - 2017 (Fall)	Capstone Project	90% of students successfully created a final composition that integrated original sounds; students then presented these compositions in the end of the semester concert	Achieved Goal	20	18 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Discipline - Music	MUS. 293	Audio for Visual Media	SLO 1	Create and synchronize original sound effects to visuals	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create and synchronize original sound effects to visuals in their final projects; projects are presented at the end of the semester concert	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Discipline - Music	MUS. 293	Audio for Visual Media	SLO 2	Create and synchronize original Foley sounds to visuals	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create and synchronize original Foley sounds to visuals in their final projects; all projects are presented at the end of the semester concert	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Discipline - Music	MUS. 293	Audio for Visual Media	SLO 3	Create original music to enhance the mood of a visual scene	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create original music to enhance the mood of a visual scene	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Discipline - Music	MUS. 293	Audio for Visual Media	SLO 4	Record and synchronize dialogue	2016 - 2017 (Spring)	Capstone Project	83% of students were able to record and synchronize dialogue	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Discipline - Music	MUS. 314	Piano Literature & Performance - The Baroque Era	SLO 1	Prepare and perform works from the baroque period demonstrating the ability to interpret the music <i>stylistically appropriate</i>	2016 - 2017 (Fall)	Presentation/Performance	There were two main student performances (recitals) during the semester. All students demonstrated very <i>appropriate stylistic interpretations of their</i>	Achieved Goal	15	15
Discipline - Music	MUS. 314	Piano Literature & Performance - The Baroque Era	SLO 2	Demonstrate a general understanding of the style of the baroque period as it relates to keyboard technique, main <i>keyboard composers</i> , and the	2016 - 2017 (Fall)	Pre and Post Test	80% of students exhibited clear understanding of some of the basic keyboard methods used to achieve a <i>stylistic performance of a keyboard work</i>	Achieved Goal	15	12
Discipline - Music	MUS. 314	Piano Literature & Performance - The Baroque Era	SLO 3	Demonstrate knowledge of various possible practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire.	2016 - 2017 (Fall)	Pre and Post Test	The method used to assess this SLO, essay question, was not an effective assessment means. It was difficult for students to verbalize accurately how they practiced, and what parts of their practice had to do with specific issues relating to the Baroque style.	Achieved Goal	15	11 Find a more effective assessment method. Perhaps instead of an essay question, they should demonstrate: verbally explain 2 Baroque-specific technical difficulties they encountered in their piece and how they practiced to overcome them.
Discipline - Music	MUS. 315	Piano Literature & Performance: The Classical Era	SLO 1	Prepare and perform works from the classical period demonstrating the ability to interpret the music in the <i>appropriate style</i>	2016 - 2017 (Spring)	Presentation/Performance	only one student received below an 80% on their performance. All others were well in the 80-90 percentile, demonstrating <i>appropriate interpretive style in their</i>	Achieved Goal	15	14
Discipline - Music	MUS. 315	Piano Literature & Performance: The Classical Era	SLO 2	Demonstrate a general understanding of the style of the classical period as it relates to keyboard technique, main <i>keyboard composers</i> , and <i>literature</i>	2016 - 2017 (Spring)	Pre and Post Test	75% of students received above 75% on these essay questions relating to style.	Achieved Goal	16	12
Discipline - Music	MUS. 315	Piano Literature & Performance: The Classical Era	SLO 3	Demonstrate knowledge of various practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire.	2016 - 2017 (Spring)	Essay	81% scored above 75%. Three students were in the 60% on this essay question.	Achieved Goal	16	13 This SLO was changed from a demonstration exam question (last assessment cycle), to a written essay question. The manner of the question proved problematic to some, and will be reworded next time.
Discipline - Music	MUS. 316	Piano Literature & Performance: The Romantic Era	SLO 1	Prepare and perform works from the romantic period demonstrating the ability to interpret the music in the appropriate style.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	16	15

Discipline - Music	MUS. 316	Piano Literature & Performance: The Romantic Era	SLO 2	Demonstrate a general understanding of the style and aesthetics of the romantic period as it relates to keyboard technique, main keyboard composers and literature	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	16	15
Discipline - Music	MUS. 316	Piano Literature & Performance: The Romantic Era	SLO 3	Demonstrate knowledge of various practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	16	15
Discipline - Nursing	NURS 211	Introduction to Nursing	SLO 1	Using the nursing process, students engage in an ongoing evaluation of care delivered and change the plan of care as appropriate.	2017 - 2018 (Fall)	Exam	Final exam revealed more than 80% of the students achieved an above average grade on the final exam demonstrating meeting the SLO	Achieved Goal	49	41 Continue to meet with students who are not passing exams and offer counseling and resources to improve their grade and pass the course. Continue with SLO
Discipline - Nursing	NURS 211	Introduction to Nursing	SLO 2	Students follow professional ethical standards when they provide nursing care to patients.	2017 - 2018 (Fall)	Presentation/Performance	All students met the standards. No students failed the clinical objectives related to ethical and professional	Achieved Goal	49	49 Continue to measure
Discipline - Nursing	NURS 211	Introduction to Nursing	SLO 3	Students will accurately identify a patient using two identifiers.	2017 - 2018 (Fall)	Presentation/Performance	Students practice this in lab and follow through in clinical.	Achieved Goal	49	49 Students met this SLO by in large. It is a good SLO to continue measuring
Discipline - Nursing	NURS 212	Concepts of Homeostasis in Nursing	SLO 1	Demonstrate a sound knowledge of nursing methods, skills and health care management of the acute care patient	2017 - 2018 (Fall)	Presentation/Performance	The goal was for 85% of the students to pass the Medication Pass Competency with no more than 2 tries. It was met in that only one student exceeded the two tries	Achieved Goal	46	45 This is a required skill for the course, will continue to measure.
Discipline - Nursing	NURS 212	Concepts of Homeostasis in Nursing	SLO 2	Use theory and knowledge from nursing, the physical/behavioral sciences and the humanities in	2017 - 2018 (Fall)	Assignment/Project	85% of the students have achieved a 90% or better on the Well Elder Reports.	Achieved Goal	10	10 Will continue to assess
Discipline - Nursing	NURS 212	Concepts of Homeostasis in Nursing	SLO 3	Demonstrate effective skills in communicating information and advice to patients and their families.	2017 - 2018 (Fall)	Other	SLO was to be removed, no longer assessing	Inconclusive	0	0 Need to remove this SLO
Discipline - Nursing	NURS 231	Psychiatric Nursing	SLO 1	Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as means to determine nursing activities. (Program SLO #2)	2017 - 2018 (Fall)	Assignment/Project	No longer assessing this SLO	Achieved Goal	50	50 Analyzed Simulated charting. Students have achieved minimum points. Next steps will be to discontinue this SLO and consider new measurements with other SLOs
Discipline - Nursing	NURS 235	Nursing Skills Lab III	SLO 1	Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting. (Program SLO #4)	2017 - 2018 (Fall)	Presentation/Performance	With the aid of selected media, students observe then practice, in small groups, psychosocial-cultural assessments through role play. Therapeutic Communication Lab. Skills lab instructors assess student participation in small group work/role-play and provide immediate and	Achieved Goal	50	50 Valuable experience for students to practice in simulation. Continue to assess for at least one more year
Discipline - Nursing	NURS 235	Nursing Skills Lab III	SLO 2	Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills. (Program SLO #8)	2017 - 2018 (Fall)	Discussion	Students hone previously learned therapeutic communication skills through participating in multiple role play scenarios in the skills lab. Disaster Nursing (Phases of Crisis Intervention). Skills lab instructors assess student participation in role-play	Achieved Goal	50	50 Students achieved this SLO by contributing role-play findings and case study work to a large group discussion. Continue to assess
Discipline - Nursing	NURS 235	Nursing Skills Lab III	SLO 3	Apply nursing methods, protocols and procedures to appropriate care situations.	2017 - 2018 (Fall)	Presentation/Performance	Skills lab instructors evaluate competency based on the student demonstrating appropriate technique in simulation. All students were successful in demonstrating the ability to perform these skills: Ostomy application; Lower extremity wrap [gauze and Ace]; Insulin Mixing	Inconclusive	50	40 The majority of the students are viewed directly by the skills lab instructor but it is not absolutely conclusive. Continue to evaluate and develop a plan to have an established form that validates a student can demonstrate the set of skills.
Discipline - Nursing	NURS 610	Basic Medication Dosage Calculations for Nurses	SLO 1	Solve basic medication dosage calculation problems using the ratio-proportion method from a physician's	2016 (Summer)	Exam	Students were assessed using a dosage calculation exam	Achieved Goal	17	17
Discipline - Nursing	NURS 610	Basic Medication Dosage Calculations for Nurses	SLO 2	Solve basic medication dosage calculation problems using the dimensional analysis method from a	2016 (Summer)	Exam	Students were assessed using a dosage calculation exam after practice.	Achieved Goal	17	17
Discipline - Nursing	NURS 610	Basic Medication Dosage Calculations for Nurses	SLO 3	Calculate dosages using different measurement systems from a physician's order.	2016 (Summer)	Exam	Students were assessed using a dosage calculation exam after practice	Achieved Goal	17	17
Discipline - Nursing	NURS 610	Basic Medication Dosage Calculations for Nurses	SLO 4	Examine the three methods for calculating an intravenous (IV) flow rate and select one of the methods for	2016 (Summer)	Exam	Students were assessed using a dosage calculation exam after practice.	Achieved Goal	17	17
Discipline - Nursing	NURS 610	Basic Medication Dosage Calculations for Nurses	SLO 5	Determine the IV flow rate, infusion time, amount of drug in a specific solution and 24 hour intake for macro and micro drop infusions	2016 (Summer)	Other	Students were assessed in the laboratory setting, using the IV equipment and IV pumps.	Achieved Goal	17	17
Discipline - Nursing	NURS 615	Pharmacology for Nurses: Practical Applications	SLO 1	Categorize the medications into drug categories using the "Top 200 medications" prescribed annually.	2016 (Summer)	Exam	Students completed exams for this topic.	Achieved Goal	44	39
Discipline - Nursing	NURS 615	Pharmacology for Nurses: Practical Applications	SLO 2	Describe drug therapy as it relates to the different body systems and disease states.	2016 (Summer)	Exam	Students completed exams and quizzes on this topic	Achieved Goal	44	39
Discipline - Nursing	NURS 615	Pharmacology for Nurses: Practical Applications	SLO 3	Describe the most common drug interactions and side effects.	2016 (Summer)	Exam	Students successfully completed quizzes and exams on this topic.	Achieved Goal	44	39
Discipline - Nursing	NURS 615	Pharmacology for Nurses: Practical Applications	SLO 4	Differentiate specific administration concerns for the different classes of drugs.	2016 (Summer)	Exam	Students successfully completed exams on this topic.	Achieved Goal	44	39
Discipline - Nursing	NURS 615	Pharmacology for Nurses: Practical Applications	SLO 5	Describe the RN's role in medication administration using the nursing process.	2016 (Summer)	Exam	Students completed exams on this topic.	Achieved Goal	44	39

Discipline - Nursing	NURS 620	Bridge Course for Advanced Entry Students	SLO 1	Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting. Adult Physical Assessment: The students will be able to answer verbal case studies and written case studies for primary and secondary surveys. In simulation, the students will complete an adult multisystem physical assessment	2017 (Summer)	Presentation/Performance	100% met. Students performed physical assessment in simulation	Achieved Goal	4	4 All advance students (LVNs) who enter the program must pass a physical assessment demonstration test. Continue
Discipline - Nursing	NURS 620	Bridge Course for Advanced Entry Students	SLO 2	Apply nursing methods, protocols and procedures to appropriate care situations. Oral Medication Administration: In simulation, using the 7 Rights of Medication Administration, the students will be able to complete the oral medication process from beginning to end using the Oral Medication Administration	2017 (Summer)	Presentation/Performance	Met 100%	Achieved Goal	4	4 Continue, this is a required test of all students entering as LVNs to the program
Discipline - Nursing	NURS 630	Introduction to Medical Terminology	SLO 1	Identify and use clustering of new terms to make retention of medical terms easier.	2016 (Summer)	Exam	Students completed exams on this topic	Achieved Goal	49	45
Discipline - Nursing	NURS 630	Introduction to Medical Terminology	SLO 2	Identify, spell, and define roots, prefixes, suffixes, and abbreviations that are used to make medical terms.	2016 (Summer)	Exam	Students completed exams on this topic	Achieved Goal	49	45
Discipline - Nursing	NURS 630	Introduction to Medical Terminology	SLO 3	Employ medical terminology accurately when describing anatomical structure and function, pathologic conditions, laboratory tests and	2016 (Summer)	Exam	Students completed exams on this topic	Achieved Goal	49	45
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 1	Identify the steps of the nursing process.	2016 - 2017 (Fall)	Presentation/Performance	100%	Achieved Goal	18	18 Students are consistently performing well in this area. Will continue to analyze one more year
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 1	Identify the steps of the nursing process.	2017 (Summer)	Assignment/Project	Students work in small groups to complete a nursing care plan. All students are able to form a plan aligned with an assigned	Achieved Goal	18	18 Continue assessment and modify as needed
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 2	Differentiate among different entry levels into RN practice.	2016 - 2017 (Fall)		All groups successfully completed. Students present group Power Point presentations that are prepared during class time. All enrolled students are expected to participate in the preparation and present the group findings.	Achieved Goal	20	20 This approach continues to demonstrate a willingness among the students to produce group project in a short period of time. Continue with same approach but vary the expected information for upcoming students.
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 2	Differentiate among different entry levels into RN practice.	2017 (Summer)	Presentation/Performance	Students work in groups to develop power point presentations. All students completed this	Achieved Goal	18	18 consider another assignment in the future. Continue
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 3	Make a decision about nursing as a career.	2016 - 2017 (Fall)	Survey	30%	Did Not Achieve Goal	30	10 Need better return on feedback. Encourage more student participation
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 3	Make a decision about nursing as a career.	2017 (Summer)	Other	Assessing this is difficult, perhaps an end of course survey that is collected at the end of the course may be a better way to track this	Did Not Achieve Goal	18	0 This SLO is difficult to achieve due to the short course format. Consider revamping the SLO
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 4	Successfully work in a group and produce a presentation for the class (each day).	2016 - 2017 (Spring)		Students completed presentations with full participation	Achieved Goal	18	18 A great project that inspires group think and process. Continue to evaluate and modify criteria to present if need be.
Discipline - Nursing	NURS 666	Career Exploration in Nursing	SLO 4	Successfully work in a group and produce a presentation for the class (each day).	2017 (Summer)	Assignment/Project	Achieved both days	Achieved Goal	18	18 Students can not receive credit without participating in this assignment. Continue
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 1	Apply nursing methods, protocols and procedures to appropriate care situations. (Program SLO #1): a. Using a case scenario, evaluate a multi-system physical assessment including a pain assessment and wound healing. b. Using physician orders, calculate advanced medication dosage calculations, label accurately, and set the IV pumps. c. Use proper technique to start a peripheral IV and other	2016 - 2017 (Spring)	Presentation/Performance	90% of the students completed	Achieved Goal	30	25 Met the above criteria. Continue assessment
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 1	Apply nursing methods, protocols and procedures to appropriate care situations. (Program SLO #1): a. Using a case scenario, evaluate a multi-system physical assessment including a pain assessment and wound healing. b. Using physician orders, calculate advanced medication dosage calculations, label accurately, and set the IV pumps. c. Use proper technique to start a peripheral IV and other	2017 (Summer)	Presentation/Performance	All students present during day 2 of the class were required to perform two skills. All of those students met the requirement	Achieved Goal	20	20 Continue to assess
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 1 (Archived 2016)	Using the SBAR format, demonstrate effective skills in communicating information, advice and professional opinion to colleagues	2016 (Summer)	Presentation/Performance	Students present an SBAR report on each other, following specific guidelines. This occurs during the first class. 100% of the students enrolled will perform this task in	Achieved Goal	25	25 Met goal. New content will be used next class

Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 2	Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities. (Program SLO #2) a. Using the nursing process, develop a comprehensive acute care CSM format/Electronic Health Record in	2016 - 2017 (Spring)		Students meet SLO using both a written and electronic format in recording data	Achieved Goal	25	25 New format with great success in students achieving goal. Continue
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 2	Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities. (Program SLO #2) a. Using the nursing process, develop a comprehensive acute care CSM format/Electronic Health Record in	2017 (Summer)	Assignment/Project	Students present during Day 1 of the class were able to use a case study and class discussion to demonstrate use of simulated documentation. Many students opened the simulated chart, but did not complete each section. In groups they were able to record data from the case study manually.	Inconclusive	20	10 Need to continue to assess. Next steps will include collecting hand-written documents and/or give feedback on the simulated charting to determine student success
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 2 (Archived 2016)	Using the nursing process, develop a comprehensive acute care CSM worksheet in preparation for MS patient care.	2016 (Summer)	Presentation/Performance	Students present information gathered and assembled in small group format and relay the information to the larger group. 100% of the students enrolled will perform this task in class.	Achieved Goal	25	25 Now using Sim Chart. Assess with new method for preparation
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 2 (Archived 2016)	Using the nursing process, develop a comprehensive acute care CSM worksheet in preparation for MS patient care.	2016 - 2017 (Spring)	Assignment/Project	Achieved goal	Achieved Goal	25	25 Goal achieved. Now using Sim Charts
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 3	Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills. (Program SLO #8) a. Using the SBAR format, demonstrate effective skills in communicating	2016 - 2017 (Spring)	Presentation/Performance	Students completed an SBAR data gathering and reporting format. Met 100%	Achieved Goal	25	25 SLO updated. Continue
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 3	Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills. (Program SLO #8) a. Using the SBAR format, demonstrate effective skills in communicating	2017 (Summer)	Survey	Students were required to enter information about themselves on Canvas in an SBAR format	Achieved Goal	20	20 Students were successful in achieving this SLO with the current measurement. Able to see all student comments on Canvas. Continue
Discipline - Nursing	NURS 815	Transition from 1st Year to 2nd Year: Medical Surgical Nursing	SLO 5 (Archived 2016)	Use proper technique to start a peripheral IV.	2016 - 2017 (Spring)	Presentation/Performance	Students demonstrate this skill during the skills day portion of the course. 80% of the students enrolled during this portion of the course will demonstrate proper skill technique within view of the course instructor. A skill observation record on 8 homework assignments on seawater, currents, waves, tides and shoreline processes	Achieved Goal	15	15 SLO updated. Archived
Discipline - Oceanography	OCEN 100	Oceanography	SLO 3	Effectively describe multiple lines of evidence that support our knowledge of plate tectonics, seawater and its movement, coastal environments or the marine ecosystem.	2016 - 2017 (Spring)	Assignment/Project	1 quantitative plate rates test question with very easy math	Achieved Goal	24	21 21 of the 24 (88% of) students that completed all 8 assignments scored 80% or higher, 3 scored below 80%, 6 of the 30 total students were not assessed due to missing assignments.
Discipline - Oceanography	OCEN 100	Oceanography	SLO 4	Solve quantitative problems associated with navigation and/or plate motion.	2016 - 2017 (Spring)	Exam	2 homework assignments, 1 quiz, and 1 or 2 5-point test questions on evidence for evolution by natural selection (test score % based on 5 or 10 points possible)	Achieved Goal	42	30 30/42 or 71% answered correctly. 12/42 or 29% answered incorrectly. No changes recommended. See attached
Discipline - Paleontology	PALN 110	General Paleontology	SLO 3	Effectively describe multiple lines of evidence that support the theory of evolution by natural selection, plate tectonics theory or the immensity of geologic time.	2016 - 2017 (Spring)	Other	6 homework assignments and in-class exercises using rocks, sedimentary features & fossils to determine depositional environments, sea level changes and ages	Achieved Goal	25	20 25 students assessed on 4 assignments; 18 did 4/4, 5 did 3/4, 2 did 2/4 20 had an average grade of 82% or better 5 had an average grade of 60-78% see attached
Discipline - Paleontology	PALN 110	General Paleontology	SLO 7	Draw appropriate conclusions from the application of scientific principles in interpretation of fossils, minerals, rocks and geologic cross sections	2016 - 2017 (Spring)	Assignment/Project	quiz question requiring 3 calculations: relative stride length, dimensionless speed & actual speed	Did Not Achieve Goal	13	7 7 of the 13 students scored 83% or higher, 6 scored 0 since each calculation used the previous calculation's answer. Recommend next time supplying the stride length instead of requiring the students to measure it using the map scale.
Discipline - Paleontology	PALN 111	Paleontology Laboratory/Field Studies	SLO 2	Solve quantitative problems associated with plate tectonic rates and/or dinosaur speed.	2016 - 2017 (Spring)	Exam	2 lab exercises including work with geologic maps, topographic maps, cross-sections and geologic structures	Achieved Goal	15	12 14/15 students completed both labs; 12 with scores of 80% or higher on both, 2 with scores of 80% or higher on 1, 1 student completed only 1 lab & scored less than 80% see attached
Discipline - Political Science	PLSC 110	Contemporary Foreign Governments	SLO 1	Discuss various regime types and their central features.	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #1 correctly.	Achieved Goal	20	14

Discipline - Political Science	PLSC 110	Contemporary Foreign Governments	SLO 2	Effectively communicate the impact of state and non-state actors on the development and implementation of policy in different regime types and political systems, utilizing the	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #2 correctly.	Achieved Goal	20	14
Discipline - Political Science	PLSC 110	Contemporary Foreign Governments	SLO 3	Critically analyze political theories and ideologies regarding the stability of regimes and transitions from one regime to another	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #3 correctly.	Achieved Goal	20	14
Discipline - Political Science	PLSC 110	Contemporary Foreign Governments	SLO 4	Discuss the impact of regional, historical, ethnic, cultural and economic diversity on political	2016 - 2017 (Fall)		14 out of 20 students (70%) earned a passing grade on the term paper associated with SLO #4.	Achieved Goal	20	14
Discipline - Political Science	PLSC 110	Contemporary Foreign Governments	SLO 5	Evaluate ethical issues and conflicts inherent to political issues.	2016 - 2017 (Fall)		14 out of 20 students (70%) answered the questions associated with SLO #5 correctly.	Achieved Goal	20	14
Discipline - Political Science	PLSC 210	American Politics	SLO 1	Demonstrate an understanding of the historical evolution of American political institutions.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics, 29 students. 83% average grade of highest graded attempts on Constitution quiz 88% average grade of highest graded attempts on Congress quiz 88% average grade of highest graded attempts on Presidency quiz 86% average grade of highest graded attempts on Bureaucracy quiz Average of the above: 86%	Achieved Goal	29	29 Success achieved. Continue monitoring in the future.
Discipline - Political Science	PLSC 210	American Politics	SLO 2	Effectively communicate understanding of the roles played by state actors (such as the 3 branches of government) and non-state actors (such as interest groups, political parties and the news media) on the development and implementation of policy.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics 29 students 1. Criteria: Earned a passing grade of 70% or greater on discussion forum on school integration •20/29=35% fulfilled criteria 2. Criteria: Average of highest graded attempts greater than 70% 88% average grade of highest graded attempts on Congress quiz 88% average grade of highest graded attempts on Presidency quiz 87% average grade of highest graded attempts on Judiciary quiz 78% average grade of highest graded attempts on Interest Groups quiz 78% average grade of highest graded attempts on Political Parties quiz 84% average grade of highest graded attempts on News Media quiz	Inconclusive	29	29 100 of students succeeded on quizzes but only 35% on the discussion forum. Greater effort needs to be made on preparing students for participation in discussion forum.
Discipline - Political Science	PLSC 210	American Politics	SLO 3	Critically analyze theories on the impact of federalism, the separation of powers and economic inequality on the development and implementation of policy.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics 29 students Criteria: Earned a passing grade of 70% or greater on discussion forum on presidential candidates debate 14/29=48% fulfilled criteria Criteria: Average of highest graded attempts greater than 70% 86% average grade of highest graded attempts on federalism quiz 88% average grade of highest graded attempts on Congress quiz 88% average grade of highest graded attempts on Presidency quiz 87% average grade of highest graded attempts on Judiciary quiz	Inconclusive	29	29 100% of students achieved criteria on quizzes but only 48% on discussion forum. Need to help students to better prepare for participation in discussion forums.
Discipline - Political Science	PLSC 210	American Politics	SLO 4	Discuss the impact of ethnic, cultural and economic diversity on political issues and policy.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics, 29 students. Criteria: Earned a passing grade of 70% or greater on discussion forum on gangs 16/29=55% Criteria: Average of highest graded attempts greater than 70% 88% average grade of highest graded attempts on civil rights quiz 87% average grade of highest graded attempts on civil rights quiz	Inconclusive	29	29 100% of students achieved criteria on quizzes but only 55% on discussion forum. Need to improve student preparation for participation in discussion forum.

Discipline - Political Science	PLSC 210	American Politics	SLO 5	Evaluate the ethical issues and conflicts inherent to political issues.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics, 29 students.	Achieved Goal	29	29 100% success achieved. Continue to monitor.
							Criteria: Earned a passing grade of 70% or greater on oral presentation 29/29=100% fulfilled criteria			
Discipline - Political Science	PLSC 210	American Politics	SLO 6	Demonstrate understanding of the rights and duties of a citizen through participation in the political system.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics	Inconclusive	29	29 100% success rate on voter registration assignment but only 66% achieved criteria on political participation assignment. Need to improve student preparation for political participation assignment.
							Criteria: Earned a passing grade of 70% or greater on political participation assignment 19/29=66% fulfilled criteria			
Discipline - Psychology	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology.	2016 - 2017 (Fall)	Survey	Criteria: Successfully completed the Voter See Program Review	Achieved Goal	450	350 See Program Review
Discipline - Psychology	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Discipline - Psychology	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Discipline - Psychology	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Discipline - Psychology	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 1	Identify and distinguish theoretical approaches to the study of	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	32
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 2	Identify and distinguish strengths and weakness of scientific method as applied to examination of issues in	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	28
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 3	Identify and distinguish primary models describing topics examined in	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	27
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 4	Apply theory and models in psychology to real world concerns;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	31
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 5	Describe the methods used to study behavior and mental processes;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	25
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 6	Use scientific terminology in reference to cognitive aspects of behavior and mental processes;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	35
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 7	Identify aspects of information processing model of behavior and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	37
Discipline - Psychology	PSYC 105	Experimental Psychology	SLO 8	Describe how theory and application of theory in the experimental setting alter predictions made by information processing models.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	36
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 1	Identify major Marriage & Family sociological and psychological theories, research, assessments, and applications to the social institution of the family; examining the basic	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	28
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 2	Identify the family from a cross-cultural, political, and historical perspective; applying the theories, research, assessments, and applications to student personal	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	32
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 3	Demonstrate an understanding of the intersections among gender, ethnicity, class, race, status, and sexuality within the family; applying the course concepts, definitions, examples, facts, and information from articles in the news to student's personal and family	2016 - 2017 (Fall)		See Program Review	Achieved Goal	40	30
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 4	Examine age, gender, and socialization within the family; completing interactive self-assessments on marriage and family issues and using them to recognize and analyze	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	26
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 5	Identify and demonstrate an understanding of the various kinship and family arrangements; completing a systematic analysis, problem solving, and action planning process on student's own relationships and family	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	30
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 6	Develop, implement, and track results on personal relationship, marriage, and family plans.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	31
Discipline - Psychology	PSYC 110	Courtship, Marriage and the Family	SLO 7	Plan and execute a team presentation dramatizing key course insights on effective communication, relationship and sexuality	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	33
Discipline - Psychology	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Discipline - Psychology	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15

Discipline - Psychology	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Discipline - Psychology	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Discipline - Psychology	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 1	Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	77
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 2	announcements that arise from them) Analyze elements of a scientific approach to understanding human	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	75
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 3	development in a biosychosocial Identify biological, psychological, and sociocultural influences on lifespan	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	88
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 4	development Describe the ways in which psychological principles and research	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	62
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 5	apply to real world problems and Describe the sequences of physical, social, and cognitive development	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	88
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 6	across the lifespan, using the constructs and conceptual framework provided by psychological	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	73
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 7	Identify and describe the techniques and methods used by developmental psychologists to study human	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	73
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 8	development Identify and describe classic and contemporary theories and research in	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	66
Discipline - Psychology	PSYC 200	Developmental Psychology	SLO 9	lifespan psychology. Describe the developing person at different periods of the lifespan.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	97
Discipline - Psychology	PSYC 201	Child Development	SLO 1	Identify possible causes or sources of developmental change and reasons for disturbances in the developmental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	32
Discipline - Psychology	PSYC 201	Child Development	SLO 2	processes Identify and distinguish approaches to the study of human developmental psychology from conception and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	28
Discipline - Psychology	PSYC 201	Child Development	SLO 3	through adolescence Identify the strengths and challenges of using the scientific method in	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	31
Discipline - Psychology	PSYC 201	Child Development	SLO 4	examine issues of developmental Identify and distinguish primary models used in the study of human	2016 - 2017 (Fall)		See Program Review	Achieved Goal	40	34
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 1	developmental psychology. Apply human development theory and models of psychological science to	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	45
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 2	analyze real world concerns Define and use basic biological, physiological, and psychological	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 3	terminology of the neurosciences Differentiate among specialty areas within Biological Psychology and the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	37
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 4	related disciplines within the Neurosciences and the types of research that characterize the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	43
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 5	Summarize the major issues in human evolution, genetics, and behavioral development that underlie the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	47
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 6	thinking of behavior ? Generate and explicate concrete examples of invasive vs. noninvasive	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 7	research methods and the general principles of research ethics for the study of animals and human beings,	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 8	including the research safeguards and Explain scientific approaches used in methodologies for the study of brain-	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	38
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 9	behavior relationships. Explain the general anatomy and physiology of the nervous system and its relationship to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 9	Describe neural conduction and synaptic transmission. Discuss the role of the neuroendocrine system as it relates to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Discipline - Psychology	PSYC 220	Introduction to Psychobiology	SLO 9	Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, motivation, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46

Discipline - Psychology	PSYC 225	Theories of Personality	SLO 1	Define basic psychological, biological, and physiological terminology to describe adjustment and psycho-social development across the lifespan; applying key personality theories, research, assessments, and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	28
Discipline - Psychology	PSYC 225	Theories of Personality	SLO 2	Apply concrete examples of psychological perspectives and applications underlying psycho-social adjustment and personal growth; identifying key ideas on Personality of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	25
Discipline - Psychology	PSYC 225	Theories of Personality	SLO 3	Explain specific research methods and the general principles of research ethics for the study of man, including the safeguards and the peer-review process in science; applying the theories, research, assessments, and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	21
Discipline - Psychology	PSYC 225	Theories of Personality	SLO 4	Demonstrate an understanding of psychological principles and develop insightful interpersonal, occupational, and social skills for enhanced personal growth; applying the course concepts, definitions, examples, and facts to	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	23
Discipline - Psychology	PSYC 225	Theories of Personality	SLO 5	Demonstrate an understanding between individual and sociocultural differences as applied to psychology of adjustment; completing personality scales and using them to analyze	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	25
Discipline - Psychology	PSYC 225	Theories of Personality	SLO 6	Complete a systematic analysis on the personalities of others.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	27
Discipline - Psychology	PSYC 225	Theories of Personality	SLO 7	Develop and implement a systematic personality enhancement action plan.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	21
Discipline - Psychology	PSYC 300	Social Psychology	SLO 1	Analyze elements of a scientific approach to understanding human behavior in a psycho-social context; identifying Social Psychology theories, research and applications	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	27
Discipline - Psychology	PSYC 300	Social Psychology	SLO 2	Apply the theories, research, and applications to self and to others; identifying biological and cultural influences on social behavior	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	24
Discipline - Psychology	PSYC 300	Social Psychology	SLO 3	Apply the course concepts, definitions, examples, and facts to student Flexible & Acting Self and to Groups and Others; examining individual differences and sociocultural	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	20
Discipline - Psychology	PSYC 300	Social Psychology	SLO 4	Define the major scientific studies which form the basis for current theories of social psychology; completing Self-Analysis assessment worksheets and using them to analyze	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	21
Discipline - Psychology	PSYC 300	Social Psychology	SLO 5	Demonstrate and understanding of principles from social psychological research regarding the application to real world issues and problems; completing MSG-My Social Group analysis worksheets and using them to	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	26
Discipline - Psychology	PSYC 300	Social Psychology	SLO 6	Identify and apply models of intervention into social behavior designed to address social problems such as racial, gender ethnic, special needs, and cultural differences; developing and implementing a	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	25
Discipline - Psychology	PSYC 300	Social Psychology	SLO 7	Complete an analysis on an in-class group, and make a team presentation on the structure and dynamics of the group; demonstrating an understanding of basic concepts and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	28
Discipline - Psychology	PSYC 410	Abnormal Psychology	SLO 1	Demonstrate knowledge of terminology used to define and describe abnormal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Discipline - Psychology	PSYC 410	Abnormal Psychology	SLO 2	Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of psychological disorders	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	47
Discipline - Psychology	PSYC 410	Abnormal Psychology	SLO 3	Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	43
Discipline - Psychology	PSYC 410	Abnormal Psychology	SLO 4	Demonstrate knowledge of assessment measures and their applications within the field of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Discipline - Psychology	PSYC 410	Abnormal Psychology	SLO 5	Compare and contrast core theories and treatment modalities as applied to major psychological disorders.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	44
Discipline - Psychology	PSYC 410	Abnormal Psychology	SLO 6	Demonstrate the ability to apply the course concepts to case studies.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14

Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Sociology	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Discipline - Spanish	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	38 of 45 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam. Those that did not succeed did not attend the exam.	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Spring)	Exam	33 of 44 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	44	33 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	38 of 45 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend the exam.	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Spring)	Essay	33 of 44 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	44	34 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	38 of 45 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam.	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	33 of 44 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam.	Achieved Goal	34	44 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 112	Elementary Spanish II	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 112	Elementary Spanish II	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	2 of 2 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 112	Elementary Spanish II	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam.	Achieved Goal	2	2
Discipline - Spanish	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed did not attend the exam.	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed did not attend the exam.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.

Discipline - Spanish	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Fall)	Essay	18 of 21 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend ..	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Spring)	Essay	15 of 16 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Discipline - Spanish	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam and the final exam. Those that did not succeed	Achieved Goal	18	18
Discipline - Spanish	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Accounting (AA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Accounting (AA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Accounting (AA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Accounting (AA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Accounting (AA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Accounting (AA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Accounting (AA)	ACTG 103	Ten-Key Skills	SLO 1	Develop speed and accuracy in using the ten-key pad on a computer keyboard	2016 - 2017 (Spring)	Assignment/Project	In Spring 2017, 89% of students met the goal. We believe we have met this goal.	Achieved Goal	100	89 We believe we have met this goal and will continue to work and support students. The students who did not meet this goal are students who did not complete the required work.
Program - Accounting (AA)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 131	Managerial Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	168 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 131	Managerial Accounting	SLO 2	Decision making: Describe how managers use managerial accounting information to make decisions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	143 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 131	Managerial Accounting	SLO 3	Discounted cash flow: Perform time value of money analysis using the discounted cash flow model	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	178 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 131	Managerial Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	172 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.

Program - Accounting (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting (AA)	ACTG 161	Intermediate Accounting I	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	19 Students successfully met this goal.
Program - Accounting (AA)	ACTG 161	Intermediate Accounting I	SLO 2	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	14 The majority of students met this objective. Going forward we will spend more time on this topic to ensure a higher percentage of students meet this objective.
Program - Accounting (AA)	ACTG 161	Intermediate Accounting I	SLO 3	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Students met this objective. Additional attention will be spent on this topic to improve understanding.
Program - Accounting (AA)	ACTG 161	Intermediate Accounting I	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Objective has been met.
Program - Accounting (AA)	ACTG 161	Intermediate Accounting I	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 162	Intermediate Accounting II	SLO 1	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 162	Intermediate Accounting II	SLO 2	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 162	Intermediate Accounting II	SLO 3	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 162	Intermediate Accounting II	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 162	Intermediate Accounting II	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 165	Cost Accounting	SLO 1	Product costs: Describe how product costs are calculated	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 165	Cost Accounting	SLO 2	Decision making: Demonstrate the use of cost and management accounting information for planning, decision-making and control	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 165	Cost Accounting	SLO 3	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 165	Cost Accounting	SLO 4	Gather, identify, examine, sort, and classify information required for filing individual income tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 1	Explain elements of the tax law pertaining to the scope of VITA program tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 2	Identify tax law resources used to answer technical questions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 3	Demonstrate the features of the TaxWise software and how to access individual input screens	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 4	Apply the tax law concepts discussed above by preparing multiple simple income tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 5	Use TaxWise software to file an individual income tax return	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 6	Complete the tax law questions on the IRS Certification Test using the resources identified above; and the tax return questions using TaxWise	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (AA)	ACTG 175	Volunteer Income Tax Preparation	SLO 7	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Program - Accounting (AA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.

Program - Accounting (AA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (AA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (AA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (AA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (AA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 1	Explain the role and expectations of a fiduciary for a trust or estate	2017 - 2018 (Fall)	Exam	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 2	Demonstrate understanding of the necessary tax decisions for a decedent's estate	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	12 Although we believe this objective was met with close to 70% of the class achieving success improvements still need to be made. We plan to spend additional time in class practicing the preparation of returns and review of the theory behind the tax code.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 3	Describe the requirements for a trust and the major types of trusts that tax professionals will encounter	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	12 Although we believe we met the objective with close to 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 4	Demonstrate competency in preparing federal Forms 1041 and CA Form 541 for both an estate and a trust	2017 - 2018 (Fall)	Assignment/Project	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 5	Explain when a reportable gift has occurred and the need for a gift tax return	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 6	Demonstrate competency in preparing federal Form 709 for reportable gifts made by a donor	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (AA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 7	Calculate additional taxes pursuant to Affordable Care Act (Obamacare)	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement

Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	131
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Accounting (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.

Program - Accounting (AA)	BUS 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155	Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Accounting (AA)	BUS 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135	
Program - Accounting (CA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79	Continue to support students to ensure continued student success.
Program - Accounting (CA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64	Spend additional time on this topic to ensure student understanding.
Program - Accounting (CA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78	Continue to support students to ensure continued student success.
Program - Accounting (CA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89	Continue to support students to ensure continued student success.
Program - Accounting (CA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79	Continue to support students to ensure continued student success.
Program - Accounting (CA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81	Continue to support students to ensure continued student success.
Program - Accounting (CA)	ACTG 103	Ten-Key Skills	SLO 1	Develop speed and accuracy in using the ten-key pad on a computer keyboard	2016 - 2017 (Spring)	Assignment/Project	In Spring 2017, 89% of students met the goal. We believe we have met this goal.	Achieved Goal	100	89	We believe we have met this goal and will continue to work and support students. The students who did not meet this goal are students who did not complete the required work.
Program - Accounting (CA)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 131	Managerial Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	168	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 131	Managerial Accounting	SLO 2	Decision making: Describe how managers use managerial accounting information to make decisions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	143	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 131	Managerial Accounting	SLO 3	Discounted cash flow: Perform time value of money analysis using the discounted cash flow model	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	178	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 131	Managerial Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	172	Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15	Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15	Continue to support students to ensure student success.
Program - Accounting (CA)	ACTG 161	Intermediate Accounting I	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	19	Students successfully met this goal.

Program - Accounting (CA)	ACTG 161	Intermediate Accounting I	SLO 2	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	14 The majority of students met this objective. Going forward we will spend more time on this topic to ensure a higher percentage of students meet this objective.
Program - Accounting (CA)	ACTG 161	Intermediate Accounting I	SLO 3	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Students met this objective. Additional attention will be spent on this topic to improve understanding.
Program - Accounting (CA)	ACTG 161	Intermediate Accounting I	SLO 4	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Objective has been met.
Program - Accounting (CA)	ACTG 161	Intermediate Accounting I	SLO 5	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 162	Intermediate Accounting II	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 162	Intermediate Accounting II	SLO 2	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 162	Intermediate Accounting II	SLO 3	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 162	Intermediate Accounting II	SLO 4	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 162	Intermediate Accounting II	SLO 5	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 165	Cost Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 165	Cost Accounting	SLO 2	Product costs: Describe how product costs are calculated	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 165	Cost Accounting	SLO 3	Decision making: Demonstrate the use of cost and management accounting information for planning, decision-making and control	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 165	Cost Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Fall)	Exam	Objective met	Achieved Goal	20	18 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 1	Gather, identify, examine, sort, and classify information required for filing individual income tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 2	Explain elements of the tax law pertaining to the scope of VITA program tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 3	Identify tax law resources used to answer technical questions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 4	Demonstrate the features of the TaxWise software and how to access individual input screens	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 5	Apply the tax law concepts discussed above by preparing multiple simple income tax returns	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 6	Use TaxWise software to file an individual income tax return	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 175	Volunteer Income Tax Preparation	SLO 7	Complete the tax law questions on the IRS Certification Test using the resources identified above; and the tax return questions using TaxWise	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	26	24 Continue to work with students to ensure student success.
Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 2	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.

Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (CA)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 1	Explain the role and expectations of a fiduciary for a trust or estate	2017 - 2018 (Fall)	Exam	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 2	Demonstrate understanding of the necessary tax decisions for a decedent's estate	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	12 Although we believe this objective was met with close to 70% of the class achieving success improvements still need to be made. We plan to spend additional time in class practicing the preparation of returns and review of the theory behind the tax code.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 3	Describe the requirements for a trust and the major types of trusts that tax professionals will encounter	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	12 Although we believe we met the objective with close to 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 4	Demonstrate competency in preparing federal Forms 1041 and CA Form 541 for both an estate and a trust	2017 - 2018 (Fall)	Assignment/Project	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 5	Explain when a reportable gift has occurred and the need for a gift tax return	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 6	Demonstrate competency in preparing federal Form 709 for reportable gifts made by a donor	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (CA)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 7	Calculate additional taxes pursuant to Affordable Care Act (Obamacare)	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?

Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Accounting (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Accounting Assistant (CS)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Accounting Assistant (CS)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Accounting Assistant (CS)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.

Program - Accounting Assistant (CS)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Accounting Assistant (CS)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Accounting Assistant (CS)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Accounting Assistant (CS)	ACTG 103	Ten-Key Skills	SLO 1	Develop speed and accuracy in using the ten-key pad on a computer keyboard	2016 - 2017 (Spring)	Assignment/Project	In Spring 2017, 89% of students met the goal. We believe we have met this goal.	Achieved Goal	100	89 We believe we have met this goal and will continue to work and support students. The students who did not meet this goal are students who did not complete the required work.
Program - Accounting Assistant (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure success.
Program - Accounting Assistant (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Accounting Assistant (CS)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2016 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. The primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Addiction Studies (AA)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Addiction Studies (AA)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Addiction Studies (AA)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Addiction Studies (AA)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Addiction Studies (AA)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Addiction Studies (AA)	PSYC 410	Abnormal Psychology	SLO 1	Demonstrate knowledge of terminology used to define and describe abnormal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - Addiction Studies (AA)	PSYC 410	Abnormal Psychology	SLO 2	Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of <i>neuropsychological disorders</i>	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	47
Program - Addiction Studies (AA)	PSYC 410	Abnormal Psychology	SLO 3	Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	43
Program - Addiction Studies (AA)	PSYC 410	Abnormal Psychology	SLO 4	Demonstrate knowledge of assessment measures and their applications within the field of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - Addiction Studies (AA)	PSYC 410	Abnormal Psychology	SLO 5	Compare and contrast core theories and treatment modalities as applied to major psychological disorders.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	44
Program - Addiction Studies (AA)	PSYC 410	Abnormal Psychology	SLO 6	Demonstrate the ability to apply the course concepts to case studies.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	55	48
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14

Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Addiction Studies (AA)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	39	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	24	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	28	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 3	Explain the history, structure and function of Law Enforcement	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	41	
Program - Administration of Justice (AS)	ADMJ 100	Introduction to the Criminal Justice System	SLO 3	Explain the history, structure and function of Law Enforcement	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26	

Program - Administration of Justice (AS)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2017 - 2018 (Fall)		Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	21
Program - Administration of Justice (AS)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	23
Program - Administration of Justice (AS)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40
Program - Administration of Justice (AS)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	29
Program - Administration of Justice (AS)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	22
Program - Administration of Justice (AS)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	31
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	53
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	30
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	55
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	38
Program - Administration of Justice (AS)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	31

Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	25
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	24
Program - Administration of Justice (AS)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2016 - 2017 (Spring)		Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	34
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	36

Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	37
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Administration of Justice (AS)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	35
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	24
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	26
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	38
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	29
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30

Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (AS)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 100%	Achieved Goal	30	30
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 96.67%	Achieved Goal	30	29
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29

Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS)	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	16
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g., DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2016 - 2017 (Fall)	Presentation/Performance	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g., DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13

Program - Administration of Justice (AS)	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	17
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	39
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	24
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	28
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 3	Explain the history, structure and function of Law Enforcement	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	41
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 3	Explain the history, structure and function of Law Enforcement	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 3	Explain the history, structure and function of Law Enforcement	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 3	Explain the history, structure and function of Law Enforcement	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	27
Program - Administration of Justice (AS-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 4	Explain the history, structure and function of the Judicial System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	41

Program - Administration of Justice (AS-T)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	29
Program - Administration of Justice (AS-T)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	22
Program - Administration of Justice (AS-T)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	31
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	53
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	30
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	55
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	38
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	31
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 3	Identify and describe elements of crimes	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	31
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 3	Identify and describe elements of crimes	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	58
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 3	Identify and describe elements of crimes	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40

Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 3	Identify and describe elements of crimes	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 4	Recognize and describe criminal law classifications	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 4	Recognize and describe criminal law classifications	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	58
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 4	Recognize and describe criminal law classifications	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 4	Recognize and describe criminal law classifications	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	31
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	58
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	37
Program - Administration of Justice (AS-T)	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20

Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	25
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	24
Program - Administration of Justice (AS-T)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	34
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	36
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	37

Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Administration of Justice (AS-T)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	35
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	24
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	26
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	38
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	29
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40

Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (AS-T)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 100%	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 96.67%	Achieved Goal	30	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30

Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (AS-T)	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	16
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g., DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2016 - 2017 (Fall)	Presentation/Performance	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g., DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (AS-T)	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	17
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81

Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3		Achieved Goal	36	36
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	73
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6		Achieved Goal	36	36
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	72
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1		Achieved Goal	36	36
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review		Achieved Goal	90	81
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Administration of Justice (AS-T)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	80
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly		Achieved Goal	85	53
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.		Achieved Goal	85	67
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see excel report see attached		Achieved Goal	73	13
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018		Achieved Goal	52	39
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.		Achieved Goal	219	177
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.		Achieved Goal	85	51
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1		Achieved Goal	73	51
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018		Achieved Goal	52	31
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.		Achieved Goal	219	162
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.		Achieved Goal	85	73
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1		Achieved Goal	73	52
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018		Achieved Goal	52	28
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.		Inconclusive	219	134

Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with cummano information	Inconclusive	219	116
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interoret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this obiective.	Achieved Goal	219	153
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interoret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, neurbolow life science, health	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, neurbolow life science, health	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35

Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	36
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	33
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	38
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	46
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	39
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184

Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	26
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	43
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester.	Inconclusive	219	145
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Administration of Justice (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	42
Program - Administration of Justice (AS-T)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Administration of Justice (AS-T)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Administration of Justice (AS-T)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Administration of Justice (AS-T)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Administration of Justice (AS-T)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental analysis.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Administration of Justice (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Administration of Justice (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Administration of Justice (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Administration of Justice (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Administration of Justice (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.

Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Administration of Justice (AS-T)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14	The assessment did not identify any problems.
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 1	Identify and describe the stages in the trial process	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 1	Identify and describe the stages in the trial process	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	28	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 1	Identify and describe the stages in the trial process	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 1	Identify and describe the stages in the trial process	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	23	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 2	Identify and discuss the concepts found in The Bill of Rights pertaining to the justice system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	2	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 2	Identify and discuss the concepts found in The Bill of Rights pertaining to the justice system	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 2	Identify and discuss the concepts found in The Bill of Rights pertaining to the justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	21	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 2	Identify and discuss the concepts found in The Bill of Rights pertaining to the justice system	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 3	Identify and discuss the concepts found in later amendments pertaining to the justice system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 3	Identify and discuss the concepts found in later amendments pertaining to the justice system	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	28	
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 3	Identify and discuss the concepts found in later amendments pertaining to the justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	20	

Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 3	Identify and discuss the concepts found in later amendments pertaining to the justice system	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	23
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	27
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2017 - 2018 (Fall)		Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	21
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 4	Discuss the impact of case law on criminal proceedings	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	23
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	40
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	29
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	22	22
Program - Administration of Justice (CA)	ADMJ 102	Principles and Procedures of the Criminal Justice System	SLO 5	Identify and discuss the ethical issues in arrest and search and seizure situations	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Administration of Justice (CA)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	31
Program - Administration of Justice (CA)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	59	53
Program - Administration of Justice (CA)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	40	39
Program - Administration of Justice (CA)	ADMJ 104	Concepts of Criminal Law	SLO 1	Discuss the history of Criminal Law	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (CA)	ADMJ 104	Concepts of Criminal Law	SLO 2	Discuss the fundamentals of the adversarial system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	30

Program - Administration of Justice (CA)	ADMJ 104	Concepts of Criminal Law	SLO 5	Identify and discuss criminal defenses and justifications	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	33
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 1	Identify and differentiate various types of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 2	Define and describe key rules of evidence	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	25
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	32	32
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	24
Program - Administration of Justice (CA)	ADMJ 106	Legal Aspects of Evidence	SLO 3	Critically evaluate and apply the rules of evidence to specific case facts	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	26
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	34

Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	36
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	16
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 2	Identify and explain key issues that pose potential conflict between diverse communities and the courts, police and corrections	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	34
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	37	37
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Administration of Justice (CA)	ADMJ 108	Community Relations and the Justice System	SLO 3	Identify and describe the strategies for the administration of justice in a multicultural society	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	35	35
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	24
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	26
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 1	Discuss the process of criminal investigation from first response to trial preparation, including the roles and responsibilities of key personnel	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	38
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	29
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25

Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 2	Discuss the importance of evidence, including proper collection, handling and examination, to a criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	25
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 3	Identify ethical issues relating to criminal investigation	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	42	40
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	30
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Administration of Justice (CA)	ADMJ 120	Criminal Investigation	SLO 4	Examine the legalities and strategies of interview and interrogation	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 1	Discuss and examine the juvenile justice system and its place in the criminal justice system	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 100%	Achieved Goal	30	30
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 2	Distinguish between delinquency, status offenses and dependency	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Results: 96.67%	Achieved Goal	30	29

Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 3	Differentiate between the adult and juvenile justice systems	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 4	Evaluate the Constitutional protections extended to juveniles through judicial decisions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 5	Appraise the juvenile court dispositions	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Administration of Justice (CA)	ADMJ 125	Juvenile Procedures	SLO 6	Apply California laws pertaining to juvenile delinquency and dependency to case studies	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 1	Identify and explain the role of forensic specialists in the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	16
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 2	Identify the various types of crime scenes and discuss crime scene processing vs. crime scene analysis	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	19
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	12
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 3	Identify the types of pattern evidence and explain their respective importance in crime scene reconstruction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18

Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g.: DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2016 - 2017 (Fall)	Presentation/Performance	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 4	Identify and discuss the major fields of Forensic Science (e.g.: DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.)	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	13	13
Program - Administration of Justice (CA)	ADMJ 185	Introduction to Forensic Science	SLO 5	Explain and apply the processes for collection, preservation and analysis of evidence	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	17
Program - Anthropology (AA-T)	ANTH 125	Physical Anthropology	SLO 1	Explain (orally and in writing) the relationship and intersection of genetic diversity, evolution, natural selection, and the environment among other themes as they relate to primates and hominins (archaic and modern) in the biological continuum.	2017 - 2018 (Fall)	Survey	SLOs Fall, 2017 Anthropology, Michele Titus Anth 125 Physical Anthropology total students = 40 Student Learning Objectives were rated by students 0-5, 0= no knowledge 1= some knowledge but much confusion overall 2=some knowledge with confusion in some areas 3=competent but could not explain it 4=competent and could explain most of it 5=competent and could explain all of it 3 Learning objectives were surveyed, students evaluated themselves as follows: A) Explain (orally and in writing) the relationship and intersection of genetic diversity, evolution, natural selection, and the environment among other themes as they relate to primates and hominins (archaic and modern) in the biological continuum. 5=0 students 4=25 3=13 2=2 1=0 0=0	Achieved Goal	40	38
Program - Anthropology (AA-T)	ANTH 125	Physical Anthropology	SLO 2	Analyze, explain (orally and in writing), and apply key anthropological theories, concepts and terms to various physical anthropology issues	2017 - 2018 (Fall)	Survey	Above 75% of the class felt they were B) Analyze, explain (orally and in writing), and apply key anthropological theories, concepts and terms to various physical anthropology issues. 5=4 students 4=16 3=16 2=4 1=0 0=0 4 students felt capable of explaining everything, over 3/4 of the students felt they were competent, half of them felt capable of explaining most of it, 4 students had some knowledge but felt some confusion. The material in the course related to this	Achieved Goal	40	36
Program - Anthropology (AA-T)	ANTH 125	Physical Anthropology	SLO 3	Communicate knowledge of physical anthropology by using written, oral and other technologically oriented modalities	2017 - 2018 (Fall)	Survey	C) Communicate knowledge of physical anthropology by using written, oral and other technologically oriented modalities. 5= 4 students 4=18 3=15 2=2 1=1 4 students felt capable of explaining everything, more than 3/4 of the students felt competent and more than half of those felt they could explain most of the material, while 2 students felt confusion, though knowledgeable, and 1 student felt much	Achieved Goal	37	37

Program - Anthropology (AA-T)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Anthropology (AA-T)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Program - Anthropology (AA-T)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Anthropology (AA-T)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4	Achieved Goal	10	10
Program - Anthropology (AA-T)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3	Achieved Goal	36	35
Program - Anthropology (AA-T)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2016 - 2017 (Spring)	Essay	4	Achieved Goal	10	10
Program - Anthropology (AA-T)	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice,	2016 - 2017 (Spring)	Exam	4	Achieved Goal	10	10
Program - Anthropology (AA-T)	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discriminatory	2016 - 2017 (Spring)	Assignment/Project	3.7	Achieved Goal	10	10
Program - Anthropology (AA-T)	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8	Achieved Goal	10	10
Program - Anthropology (AA-T)	GEOL 100	Survey of Geology	SLO 5	Identify and describe basic properties of minerals and rocks and understand their importance as Earth resources	2016 - 2017 (Spring)	Assignment/Project	4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments	Achieved Goal	30	24 Quiz grades were averaged for each student that took all 4. Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used. 24/30 or 80% of students were successful with minimum score of 80%. 6 students were not assessed due to too many missing grades. See attached
Program - Anthropology (AA-T)	GEOL 101	Geology Laboratory	SLO 2	Demonstrate an understanding of geologic concepts and principles by being able to apply these concepts to identify and/or interpret geologic features	2016 - 2017 (Spring)	Exam	48 point written test requiring students to determine earthquake epicenter, magnitude and relative motion from seismograms; and determine plate rates and directions from hot spot volcanic features map – no calculators allowed	Achieved Goal	17	11 17 students took the exam. 11 scored 69% or higher. 6 scored 67% or lower. Although only 65% of students were successful, scoring at least 69% or higher, no changes were recommended considering the large quantity of math operations required, no math prerequisite and no use of calculators.
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	73	13
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	39
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	31
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162

Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	28
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interoret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interoret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30

Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	62
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	73	50
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	35
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	36
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see attached to SLO 1	Achieved Goal	85	48
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	73	58
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	33
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	73	54
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	52	38
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	219	184
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	85	59
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	73	65
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	52	46
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	26
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	43
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Inconclusive	219	145
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	43
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other		Achieved Goal	73	61
Program - Anthropology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	42
Program - Anthropology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Anthropology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Anthropology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Anthropology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Anthropology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 1	Analyze the work environment in order to employ proper safety measures	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51

Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 1	Analyze the work environment in order to employ proper safety measures	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 2	Recognize the major attributes of electrical materials	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 2	Recognize the major attributes of electrical materials	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 3	Evaluate and certify wire size, wire connections, wire insulation	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 3	Evaluate and certify wire size, wire connections, wire insulation	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 4	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 4	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 5	Demonstrate proper technique with respect to fastening device installation	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 5	Demonstrate proper technique with respect to fastening device installation	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 6	Interpret blueprint drawings	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 6	Interpret blueprint drawings	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 7	Recognize the proper formulas for fabricating conduit bends	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51

Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 741	Electrical Apprenticeship I	SLO 7	Recognize the proper formulas for fabricating conduit bends	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 1	Recognize the major attributes of test instruments	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 1	Recognize the major attributes of test instruments	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 2	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 2	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 3	Recognize the major attributes of Alternating Current (AC) in relationship to Direct Current (DC)	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 3	Recognize the major attributes of Alternating Current (AC) in relationship to Direct Current (DC)	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 4	Recognize the major attributes of Commercial Blueprints in relationship to Residential Blueprints	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 4	Recognize the major attributes of Commercial Blueprints in relationship to Residential Blueprints	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 5	Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 743	Electrical Apprenticeship III	SLO 5	Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 1	Recognize electrical safety and awareness of electrical hazards	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41

Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 1	Recognize electrical safety and awareness of electrical hazards	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 2	Recognize the major attributes of Industrial Blueprints in relations to Industrial Specifications	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 2	Recognize the major attributes of Industrial Blueprints in relations to Industrial Specifications	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 3	Recognize the fundamental function of Semiconductors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 3	Recognize the fundamental function of Semiconductors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 4	Recognize the fundamental function of Transistors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 745	Electrical Apprenticeship V	SLO 4	Recognize the fundamental function of Transistors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 1	Recognize the attributes of Magnetism in relationship to motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 1	Recognize the attributes of Magnetism in relationship to motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 2	Recognize the various configurations of motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 2	Recognize the various configurations of motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 3	Recognize and apply motor starters to various motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43

Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 3	Recognize and apply motor starters to various motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 4	Recognize and apply operating and indicating devices	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 4	Recognize and apply operating and indicating devices	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 5	Recognize and apply motor control diagrams for alternating and direct current motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 747	Electrical Apprenticeship VII	SLO 5	Recognize and apply motor control diagrams for alternating and direct current motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 1	Recognize the attributes of fire alarm systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 1	Recognize the attributes of fire alarm systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 2	Recognize the attributes of Boolean Algebra	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 2	Recognize the attributes of Boolean Algebra	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 3	Recognize and apply wiring and wiring methods for fire alarm systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 3	Recognize and apply wiring and wiring methods for fire alarm systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 4	Recognize the attributes of low voltage security and telephone systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39

Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 4	Recognize the attributes of low voltage security and telephone systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 5	Recognize the attributes of structured cabling system	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 5	Recognize the attributes of structured cabling system	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 6	Recognize the attributes of generated power and distribution	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (AS)	ELEL 749	Electrical Apprenticeship IX	SLO 6	Recognize the attributes of generated power and distribution	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 1	Analyze the work environment in order to employ proper safety measures	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 1	Analyze the work environment in order to employ proper safety measures	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 2	Recognize the major attributes of electrical materials	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 2	Recognize the major attributes of electrical materials	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 3	Evaluate and certify wire size, wire connections, wire insulation	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 3	Evaluate and certify wire size, wire connections, wire insulation	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 4	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51

Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 4	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 5	Demonstrate proper technique with respect to fastening device installation	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 5	Demonstrate proper technique with respect to fastening device installation	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 6	Interpret blueprint drawings	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 6	Interpret blueprint drawings	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 7	Recognize the proper formulas for fabricating conduit bends	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 741	Electrical Apprenticeship I	SLO 7	Recognize the proper formulas for fabricating conduit bends	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	51	51
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 1	Recognize the major attributes of test instruments	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 1	Recognize the major attributes of test instruments	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 2	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 2	Recognize and interpret NEC codes	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 3	Recognize the major attributes of Alternating Current (AC) in relationship to Direct Current (DC)	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47

Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 3	Recognize the major attributes of Alternating Current (AC) in relationship to Direct Current (DC)	2016 - 2017 (Fall)	Presentation/Perfor mance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 4	Recognize the major attributes of Commercial Blueprints in relationship to Residential Blueprints	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 4	Recognize the major attributes of Commercial Blueprints in relationship to Residential Blueprints	2016 - 2017 (Fall)	Presentation/Perfor mance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 5	Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 743	Electrical Apprenticeship III	SLO 5	Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators	2016 - 2017 (Fall)	Presentation/Perfor mance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	47	47
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 1	Recognize electrical safety and awareness of electrical hazards	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 1	Recognize electrical safety and awareness of electrical hazards	2016 - 2017 (Fall)	Presentation/Perfor mance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 2	Recognize the major attributes of Industrial Blueprints in relations to Industrial Specifications	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 2	Recognize the major attributes of Industrial Blueprints in relations to Industrial Specifications	2016 - 2017 (Fall)	Presentation/Perfor mance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 3	Recognize the fundamental function of Semiconductors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 3	Recognize the fundamental function of Semiconductors	2016 - 2017 (Fall)	Presentation/Perfor mance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 4	Recognize the fundamental function of Transistors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	42	41

Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 745	Electrical Apprenticeship V	SLO 4	Recognize the fundamental function of Transistors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	42	41
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 1	Recognize the attributes of Magnetism in relationship to motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 1	Recognize the attributes of Magnetism in relationship to motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 2	Recognize the various configurations of motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 2	Recognize the various configurations of motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 3	Recognize and apply motor starters to various motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 3	Recognize and apply motor starters to various motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 4	Recognize and apply operating and indicating devices	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 4	Recognize and apply operating and indicating devices	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 5	Recognize and apply motor control diagrams for alternating and direct current motors	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 747	Electrical Apprenticeship VII	SLO 5	Recognize and apply motor control diagrams for alternating and direct current motors	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	43	43
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 1	Recognize the attributes of fire alarm systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39

Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 1	Recognize the attributes of fire alarm systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 2	Recognize the attributes of Boolean Algebra	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 2	Recognize the attributes of Boolean Algebra	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 3	Recognize and apply wiring and wiring methods for fire alarm systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 3	Recognize and apply wiring and wiring methods for fire alarm systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 4	Recognize the attributes of low voltage security and telephone systems	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 4	Recognize the attributes of low voltage security and telephone systems	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 5	Recognize the attributes of structured cabling system	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 5	Recognize the attributes of structured cabling system	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 6	Recognize the attributes of generated power and distribution	2016 - 2017 (Fall)	Exam	Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC.	Achieved Goal	39	39
Program - Apprenticeship: Electrical Technology: Inside Wireman (CA)	ELEL 749	Electrical Apprenticeship IX	SLO 6	Recognize the attributes of generated power and distribution	2016 - 2017 (Fall)	Presentation/Performance	Student successfully meets competencies related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by	Achieved Goal	39	39
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 1	Develop and apply the principles of composition (design and organization) in drawing.	2017 - 2018 (Fall)	Portfolio	Average for 3 sections of this class is 90%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 2	Demonstrate observational skills and proportional measurement.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 90%	Achieved Goal	80	72 Confirmed the merits of the current approach
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 3	Use value and planes to describe forms and space.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 86%	Achieved Goal	80	70 While fairly successful, this is an area that we can improve upon and will stress in future semesters.

Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 4	Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 87%	Achieved Goal	80	70 Each section had a widely different outcome for this SLO, which points out that the three instructors need to coordinate better in terms of this unit.
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 5	Use a variety of drawing materials and techniques.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 93%	Achieved Goal	80	75 Two instructors reported 100%, one reported 77%. The 77% instructor obviously needs to expand upon the variety of drawing materials and techniques used in his class in relation to the others.
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 6	Employ a variety of line and mark making approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 97%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 7	Manipulate line, form, value and composition in order to develop expressive content.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 70%	Did Not Achieve Goal	80	56 This SLO needs to be revised, since Art 204 focuses on drawing techniques, not expressive content.
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 8	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Spring)	Portfolio	Average of three sections is 95%	Achieved Goal	80	76 Since Art 201 (now 204) was granted CSM GE status, all three instructors emphasize both written and oral reports and the results of this SLO show that this goal is being met.
Program - Architecture (AS)	ART 201	Drawing and Composition I	SLO 9	Recognize historical and contemporary developments, critical trends, materials and approaches in drawing.	2017 - 2018 (Spring)	Portfolio	Average of three courses is 90%	Achieved Goal	80	72 One instructor of the three reported a much lower score than the others on this SLO, pointing to the fact that this instructor needs to emphasize this SLO more in her class than she has been.
Program - Architecture (AS)	ART 202	Drawing and Composition II	SLO 1	Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, formats and Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: A. Subjective and expressive uses of value, techniques and concepts of abstraction or non-objective art, B. Experimentation with combinations of wet and dry mediums, C. Observational, expressive, and conceptual analysis or application of color, Application and drawing techniques for a variety of color media, D. Non-traditional	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current approach.
Program - Architecture (AS)	ART 202	Drawing and Composition II	SLO 2	Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, formats and Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: A. Subjective and expressive uses of value, techniques and concepts of abstraction or non-objective art, B. Experimentation with combinations of wet and dry mediums, C. Observational, expressive, and conceptual analysis or application of color, Application and drawing techniques for a variety of color media, D. Non-traditional	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merit of the current approaches.
Program - Architecture (AS)	ART 202	Drawing and Composition II	SLO 3	Construct and prepare appropriate supports and surfaces for mixed media drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merit of the current approaches.
Program - Architecture (AS)	ART 202	Drawing and Composition II	SLO 4	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current methodologies.
Program - Architecture (AS)	ART 202	Drawing and Composition II	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current methodologies.
Program - Architecture (AS)	ART 202	Drawing and Composition II	SLO 6	Develop and express ideas and concepts through verbal and visual means.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current approaches.
Program - Architecture (AS)	ART 350	Visual Perception	SLO 1	Use the photographic medium as a means of personal expression.	2016 - 2017 (Fall)	Portfolio	80% were able to use the photographic medium to express their ideas and feelings.	Achieved Goal	10	8 Continue using the "fine-art" approach to teaching visual perception.
Program - Architecture (AS)	ART 350	Visual Perception	SLO 2	Demonstrate a knowledge and understanding of the camera.	2016 - 2017 (Fall)	Survey	44% state that they can't use their cameras with proficiency	Did Not Achieve Goal	10	6 Develop newer approaches to teaching the camera, thus increasing understanding of depth of field and depiction of motion. Spend more time in the "field" with students, rather than discussing in the classroom.
Program - Architecture (AS)	ART 350	Visual Perception	SLO 3	Create effective photographic compositions using the design principles of visual perception.	2016 - 2017 (Fall)	Portfolio	70% were able utilize design principles in their compositions.	Did Not Achieve Goal	10	3 Develop clearer instruction and demonstration of composition, simplify and encourage students to try different approaches.
Program - Architecture (AS)	ART 350	Visual Perception	SLO 4	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	90% of the students were able clearly articulate meaning and intent.	Achieved Goal	10	9
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, movement and approximate date	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, movement and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 (Summer)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30

Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 (Summer)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art History (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art History (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 1	Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art History (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art of the period in order to place them in their art historical context	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art History (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the Renaissance and Baroque periods	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art History (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 4	Understand works of art from the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art History (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 5	Critique in an original manner the form and content of a work of art from the period using, in a general way, the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art History (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 1	Recognize and identify the most important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art History (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art from the 18th to 20th century in order to place them in their art historical context	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art History (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition from the 18th to the 20th century	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art History (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 4	Understand works of art of the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art History (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 5	Critique in an original manner the form and content of works of art from the 18th to the 20th century using the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 1	Develop and apply the principles of composition (design and organization) in drawing.	2017 - 2018 (Fall)	Portfolio	Average for 3 sections of this class is 90%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 2	Demonstrate observational skills and proportional measurement.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 90%	Achieved Goal	80	72 Confirmed the merits of the current approach
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 3	Use value and planes to describe forms and space.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 86%	Achieved Goal	80	70 While fairly successful, this is an area that we can improve upon and will stress in future semesters.
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 4	Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 87%	Achieved Goal	80	70 Each section had a widely different outcome for this SLO, which points out that the three instructors need to coordinate better in terms of this unit.

Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 5	Use a variety of drawing materials and techniques.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 93%	Achieved Goal	80	75 Two instructors reported 100%, one reported 77%. The 77% instructor obviously needs to expand upon the variety of drawing materials and techniques used in his class in relation to the others.
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 6	Employ a variety of line and mark making approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 97%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 7	Manipulate line, form, value and composition in order to develop expressive content.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 70%	Did Not Achieve Goal	80	56 This SLO needs to be revised, since Art 204 focuses on drawing techniques, not expressive content.
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 8	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Spring)	Portfolio	Average of three sections is 95%	Achieved Goal	80	76 Since Art 201 (now 204) was granted CSM GE status, all three instructors emphasize both written and oral reports and the results of this SLO show that this goal is being met.
Program - Art History (AA-T)	ART 201	Drawing and Composition I	SLO 9	Recognize historical and contemporary developments, critical trends, materials and approaches in drawing.	2017 - 2018 (Spring)	Portfolio	Average of three courses is 90%	Achieved Goal	80	72 One instructor of the three reported a much lower score than the others on this SLO, pointing to the fact that this instructor needs to emphasize this SLO more in her class than she has been.
Program - Art History (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 1	Create a portfolio of figurative drawings 18" x 24" or larger which demonstrate an ability to understand and interpret potential motion, weight and gesture in the live model.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed the merits of the current approaches, Examine why just a few students seem to be falling through the cracks.
Program - Art History (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 2	Demonstrate in their drawings the ability to capture the live model based on line and gesture within ten minutes.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working, however, we need to see how we can help the few students falling through the cracks.
Program - Art History (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 3	Plan and execute figurative artwork in a variety of media including, but not limited to, charcoal, conte, ink, pastel and mixed media.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working; however, we need to figure out ways to help the few students who are falling through the cracks.
Program - Art History (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 3 (Archived 2016)	Demonstrate in their drawings proficiency in describing and interpreting the human head and hands in a portrait.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Not sure why this SLO was archived, but it is vital to the success of students in the class.
Program - Art History (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed the merits of the current approach, although we would like to examine why just a few students don't succeed.
Program - Art History (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 5	Execute figurative drawings that demonstrate an understanding of the use of the human figure in modern and contemporary art.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current approaches are working, but we'd like to figure out ways to help the few students who are falling through the cracks.
Program - Art History (AA-T)	ART 207	Life Drawing	SLO 1	Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art History (AA-T)	ART 207	Life Drawing	SLO 2	Develop expressive content through manipulation of line, form, value, composition posture, and anatomical proportions.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art History (AA-T)	ART 207	Life Drawing	SLO 3	Evaluate and critique class projects using relevant terminology in oral or written formats.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art History (AA-T)	ART 207	Life Drawing	SLO 4	Examine and describe the major historical, contemporary, and critical trends in figure drawing.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil paint materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Students cannot proceed in class without this knowledge; therefore, all who complete the course are successful.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Design is a recommended but not required pre-req for this course. Perhaps this should be re-visited so that it becomes a pre-req.

Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Color is a recommended but not required pre-req for this class. Perhaps this should be revisited and Color should be a required pre-req.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 4	Construct and prepare oil painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Students cannot complete or continue the course without this knowledge; therefore, all are successful.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Art History (AA-T)	ART 223	Oil Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Art History (AA-T)	ART 350	Visual Perception	SLO 1	Use the photographic medium as a means of personal expression.	2016 - 2017 (Fall)	Portfolio	80% were able to use the photographic medium to express their ideas and feelings.	Achieved Goal	10	8 Continue using the "fine-art" approach to teaching visual perception.
Program - Art History (AA-T)	ART 350	Visual Perception	SLO 2	Demonstrate a knowledge and understanding of the camera.	2016 - 2017 (Fall)	Survey	44% state that they can't use their cameras with proficiency	Did Not Achieve Goal	10	6 Develop newer approaches to teaching the camera, thus increasing understanding of depth of field and depiction of motion. Spend more time in the "field" with students, rather than discussing in the classroom.
Program - Art History (AA-T)	ART 350	Visual Perception	SLO 3	Create effective photographic compositions using the design principles of visual perception.	2016 - 2017 (Fall)	Portfolio	70% were able utilize design principles in their compositions.	Did Not Achieve Goal	10	3 Develop clearer instruction and demonstration of composition, simplify and encourage students to try different approaches.
Program - Art History (AA-T)	ART 350	Visual Perception	SLO 4	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	90% of the students were able clearly articulate meaning and intent.	Achieved Goal	10	9
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Assignment/Project	10 of 11	Achieved Goal	11	10
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least min number of works	Achieved Goal	11	10
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least one work	Achieved Goal	11	10
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 2	Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage etc.) in a safe and	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10 student success was good
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 3	Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 4	Create sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual images.	2016 - 2017 (Spring)	Portfolio	10 of 11	Achieved Goal	11	10
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in	2016 - 2017 (Spring)	Assignment/Project	8 of 11 completed written assignment.	Achieved Goal	11	8
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 6	Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Survey	8 of 11 completed the course and passed the class.	Achieved Goal	11	8
Program - Art History (AA-T)	ART 405	Sculpture I	SLO 7	Safely utilize tools and specialized equipment.	2016 - 2017 (Spring)	Survey	all student used tools safely, no injuries.	Achieved Goal	11	11
Program - Art History (AA-T)	ART 411	Ceramics I	SLO 1	Differentiate clay varieties and ceramic processes	2016 - 2017 (Spring)	Portfolio	completed projects	Achieved Goal	15	14
Program - Art History (AA-T)	ART 411	Ceramics I	SLO 2	Create ceramic forms utilizing pinch, coil, soft slab, hard slab and throwing techniques	2016 - 2017 (Spring)	Portfolio	completed works	Achieved Goal	15	14
Program - Art History (AA-T)	ART 411	Ceramics I	SLO 3	Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them throughout history	2016 - 2017 (Spring)	Portfolio	did project.	Achieved Goal	15	14
Program - Art History (AA-T)	ART 411	Ceramics I	SLO 4	Produce and apply surface treatment to a variety of different forms	2016 - 2017 (Spring)	Assignment/Project	all completed work	Achieved Goal	15	15

Program - Art History (AA-T)	ART 411	Ceramics I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics	2016 - 2017 (Spring)	Essay	Completed written assignment	Achieved Goal	15	14
Program - Art History (AA-T)	ART 411	Ceramics I	SLO 6	Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology	2016 - 2017 (Spring)	Discussion	all student participated	Achieved Goal	15	14
Program - Art History (AA-T)	ART 411	Ceramics I	SLO 7	Safely handle and use all studio equipment, tools, and materials	2016 - 2017 (Spring)		no serious accidents	Achieved Goal	15	15
Program - Art History (AA-T)	HIST 100	History of Western Civilization I	SLO 1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Art History (AA-T)	HIST 100	History of Western Civilization I	SLO 2	Analyze the concept of the West.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Art History (AA-T)	HIST 100	History of Western Civilization I	SLO 3	Analyze changes in political, social, and economic organization in the western world and explain their historical significance.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Art History (AA-T)	HIST 100	History of Western Civilization I	SLO 4	Explain the historical significance of major discoveries, inventions, and scientific achievements.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Art History (AA-T)	HIST 100	History of Western Civilization I	SLO 5	Explain the historical significance in art, architecture, and literature.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, provenance and approximate date	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, provenance and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 (Summer)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 (Summer)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Art: Art History (AA)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Art: Art History (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 1	Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art: Art History (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art of the period in order to place them in their art historical context	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26

Program - Art: Art History (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the Renaissance and Baroque periods	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art: Art History (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 4	Understand works of art from the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art: Art History (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 5	Critique in an original manner the form and content of a work of art from the period using, in a general way, the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Art: Art History (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 1	Recognize and identify the most important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art: Art History (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art from the 18th to 20th century in order to place them in their art	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art: Art History (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition from the 18th to the 20th century	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art: Art History (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 4	Understand works of art of the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art: Art History (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 5	Critique in an original manner the form and content of works of art from the 18th to the 20th century using the appropriate vocabulary and language	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 1	Develop and apply the principles of composition (design and organization) in drawing.	2017 - 2018 (Fall)	Portfolio	Average for 3 sections of this class is 90%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 2	Demonstrate observational skills and proportional measurement.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 90%	Achieved Goal	80	72 Confirmed the merits of the current approach
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 3	Use value and planes to describe forms and space.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 86%	Achieved Goal	80	70 While fairly successful, this is an area that we can improve upon and will stress in future semesters.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 4	Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 87%	Achieved Goal	80	70 Each section had a widely different outcome for this SLO, which points out that the three instructors need to coordinate better in terms of this unit.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 5	Use a variety of drawing materials and techniques.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 93%	Achieved Goal	80	75 Two instructors reported 100%, one reported 77%. The 77% instructor obviously needs to expand upon the variety of drawing materials and techniques used in his class in relation to the others.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 6	Employ a variety of line and mark making approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 97%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 7	Manipulate line, form, value and composition in order to develop expressive content.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 70%	Did Not Achieve Goal	80	56 This SLO needs to be revised, since Art 204 focuses on drawing techniques, not expressive content.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 8	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Spring)	Portfolio	Average of three sections is 95%	Achieved Goal	80	76 Since Art 201 (now 204) was granted CSM GE status, all three instructors emphasize both written and oral reports and the results of this SLO show that this goal is being met.
Program - Art: Art History (AA)	ART 201	Drawing and Composition I	SLO 9	Recognize historical and contemporary developments, critical trends, materials and approaches in drawing.	2017 - 2018 (Spring)	Portfolio	Average of three courses is 90%	Achieved Goal	80	72 One instructor of the three reported a much lower score than the others on this SLO, pointing to the fact that this instructor needs to emphasize this SLO more in her class than she has been.
Program - Art: Art History (AA)	ART 206	Figure Drawing and Portraiture	SLO 1	Create a portfolio of figurative drawings 18" x 24" or larger which demonstrate an ability to understand and interpret potential motion, weight and gesture in the live model.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working. Average score for the entire class	Achieved Goal	17	15 Confirmed the merits of the current approaches, Examine why just a few students seem to be falling through the cracks.
Program - Art: Art History (AA)	ART 206	Figure Drawing and Portraiture	SLO 2	Demonstrate in their drawings the ability to capture the live model based on line and gesture within ten minutes.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working. Average score for the entire class	Achieved Goal	17	15 Confirmed that current methodologies are working, however, we need to see how we can help the few students falling through the cracks.

Program - Art: Art History (AA)	ART 206	Figure Drawing and Portraiture	SLO 3	Plan and execute figurative artwork in a variety of media including, but not limited to, charcoal, conte, ink, pastel and mixed media.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working; however, we need to figure out ways to help the few students who are falling through the cracks.
Program - Art: Art History (AA)	ART 206	Figure Drawing and Portraiture	SLO 3 (Archived 2016)	Demonstrate in their drawings proficiency in describing and interpreting the human head and hands in a portrait.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Not sure why this SLO was archived, but it is vital to the success of students in the class.
Program - Art: Art History (AA)	ART 206	Figure Drawing and Portraiture	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed the merits of the current approach, although we would like to examine why just a few students don't succeed.
Program - Art: Art History (AA)	ART 206	Figure Drawing and Portraiture	SLO 5	Execute figurative drawings that demonstrate an understanding of the use of the human figure in modern and contemporary art.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current approaches are working, but we'd like to figure out ways to help the few students who are falling through the cracks.
Program - Art: Art History (AA)	ART 207	Life Drawing	SLO 1	Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art: Art History (AA)	ART 207	Life Drawing	SLO 2	Develop expressive content through manipulation of line, form, value, composition posture, and anatomical proportions.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art: Art History (AA)	ART 207	Life Drawing	SLO 3	Evaluate and critique class projects using relevant terminology in oral or written formats.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art: Art History (AA)	ART 207	Life Drawing	SLO 4	Examine and describe the major historical, contemporary, and critical trends in figure drawing.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Art: Art History (AA)	ART 214	Color	SLO 1	Discriminate variations in colors with extreme visual sensitivity to the optical effects of color relativitv.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 214	Color	SLO 2	Demonstrate an aesthetic appreciation of color in any color medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 214	Color	SLO 3	Critically analyze and evaluate their own color choices and that of professional artists.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 214	Color	SLO 4	Apply the theoretical process of mixing any color in a wet medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 214	Color	SLO 5	Create both harmonies and discords in color and discern the expressive and informative value of both.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Students cannot proceed in class without this knowledge; therefore, all who complete the course are successful.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Design is a recommended but not required pre-req for this course. Perhaps this should be re-visited so that it becomes a pre-req.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Color is a recommended but not required pre-req for this class. Perhaps this should be revisited and Color should be a required pre-req.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 4	Construct and prepare oil painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Students cannot complete or continue the course without this knowledge; therefore, all are successful.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Art: Art History (AA)	ART 223	Oil Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Art: Art History (AA)	ART 350	Visual Perception	SLO 1	Use the photographic medium as a means of personal expression.	2016 - 2017 (Fall)	Portfolio	80% were able to use the photographic medium to express their ideas and feelings.	Achieved Goal	10	8 Continue using the "fine-art" approach to teaching visual perception.

Program - Art: Art History (AA)	ART 350	Visual Perception	SLO 2	Demonstrate a knowledge and understanding of the camera.	2016 - 2017 (Fall)	Survey	44% state that they can't use their cameras with proficiency	Did Not Achieve Goal	10	6	Develop newer approaches to teaching the camera, thus increasing understanding of depth of field and depiction of motion. Spend more time in the "field" with students, rather than discussing in the classroom.
Program - Art: Art History (AA)	ART 350	Visual Perception	SLO 3	Create effective photographic compositions using the design principles of visual perception.	2016 - 2017 (Fall)	Portfolio	70% were able utilize design principles in their compositions.	Did Not Achieve Goal	10	3	Develop clearer instruction and demonstration of composition, simplify and encourage students to try different approaches.
Program - Art: Art History (AA)	ART 350	Visual Perception	SLO 4	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers. Identify the basic technique of film form.	2016 - 2017 (Fall)	Essay	90% of the students were able clearly articulate meaning and intent.	Achieved Goal	10	9	
Program - Art: Art History (AA)	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2016 - 2017 (Fall)	Exam	2 sections of Film 100, both OL, one accelerated.	Achieved Goal	88	75	
Program - Art: Art History (AA)	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	46	
Program - Art: Art History (AA)	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2016 - 2017 (Fall)	Exam	2 sections of film 100, both OL, one accelerated	Achieved Goal	88	76	
Program - Art: Art History (AA)	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	30	
Program - Art: Art History (AA)	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres, Distinguish different styles and modes of filmmaking (documentary, genres,	2016 - 2017 (Fall)	Exam	2 sections film 100, both OL, one accelerated	Achieved Goal	88	82	
Program - Art: Art History (AA)	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres,	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	43	
Program - Art: Art History (AA)	HIST 100	History of Western Civilization I	SLO 1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - Art: Art History (AA)	HIST 100	History of Western Civilization I	SLO 2	Analyze the concept of the West.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - Art: Art History (AA)	HIST 100	History of Western Civilization I	SLO 3	Analyze changes in political, social, and economic organization in the western world and explain their historical significance.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - Art: Art History (AA)	HIST 100	History of Western Civilization I	SLO 4	Explain the historical significance of major discoveries, inventions, and scientific achievements.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - Art: Art History (AA)	HIST 100	History of Western Civilization I	SLO 5	Explain the historical significance in art, architecture, and literature.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - Art: Photography (AA)	ART 350	Visual Perception	SLO 1	Use the photographic medium as a means of personal expression.	2016 - 2017 (Fall)	Portfolio	80% were able to use the photographic medium to express their ideas and feelings.	Achieved Goal	10	8	Continue using the "fine-art" approach to teaching visual perception.
Program - Art: Photography (AA)	ART 350	Visual Perception	SLO 2	Demonstrate a knowledge and understanding of the camera.	2016 - 2017 (Fall)	Survey	44% state that they can't use their cameras with proficiency	Did Not Achieve Goal	10	6	Develop newer approaches to teaching the camera, thus increasing understanding of depth of field and depiction of motion. Spend more time in the "field" with students, rather than discussing in the classroom.
Program - Art: Photography (AA)	ART 350	Visual Perception	SLO 3	Create effective photographic compositions using the design principles of visual perception.	2016 - 2017 (Fall)	Portfolio	70% were able utilize design principles in their compositions.	Did Not Achieve Goal	10	3	Develop clearer instruction and demonstration of composition, simplify and encourage students to try different approaches.
Program - Art: Photography (AA)	ART 350	Visual Perception	SLO 4	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	90% of the students were able clearly articulate meaning and intent.	Achieved Goal	10	9	
Program - Art: Photography (AA)	ART 353	Advanced Black and White Photography	SLO 2	Demonstrate a refined knowledge and understanding of effective	2016 - 2017 (Fall)	Portfolio	90% Good result, learning about composition by creating a portfolio of	Achieved Goal	18	17	
Program - Art: Photography (AA)	ART 353	Advanced Black and White Photography	SLO 3	Demonstrate a knowledge and understanding of studio lighting	2016 - 2017 (Fall)	Assignment/Project	70% success rate for those students choosing to work in the studio. Most need more than one session to develop greater 95% success. They have developed film development skills in the prerequisite	Inconclusive	7	5	
Program - Art: Photography (AA)	ART 353	Advanced Black and White Photography	SLO 4	Demonstrate a refined control of film processing.	2016 - 2017 (Fall)	Assignment/Project	85% of the class produced a portfolio of well crafted photographs.	Achieved Goal	20	19	
Program - Art: Photography (AA)	ART 353	Advanced Black and White Photography	SLO 5	Create a portfolio of well-crafted B&W photographs.	2016 - 2017 (Fall)	Portfolio	85% of the class produced a portfolio of well crafted photographs.	Achieved Goal	20	17	

Program - Art: Photography (AA) ART 383	Intermediate Digital Photography	SLO 1	Create an original photographic portfolio.	2016 - 2017 (Fall)	Portfolio	90% were able to create an original portfolio.	Achieved Goal	20	18 This course is cross listed with advanced digital photography (Art 384) and the combination of intermediate and advanced students allows positive interaction between both classes and produces greater success opportunities.	
Program - Art: Photography (AA) ART 383	Intermediate Digital Photography	SLO 2	Demonstrate through the portfolio effective use of the digital darkroom to produce professional prints.	2016 - 2017 (Fall)	Portfolio	90% The students are able to achieve portfolio success due to the two suites portfolios, allowing acute concentration with the assignments	Achieved Goal	20	18 Continue the 2 suite assignment structure.	
Program - Art: Photography (AA) ART 383	Intermediate Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	80% success rate.	Achieved Goal	20	16	
Program - Art: Photography (AA) ART 383	Intermediate Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Assignment/Project	70% success rate	Inconclusive	20	14 Send students to the writing lab for help for those who struggle due, to students to llanguage issues.	
Program - Art: Photography (AA) ART 384	Advanced Digital Photography	SLO 1	Demonstrate, through his or her photographs, a knowledge of an understanding of effective composition.	2016 - 2017 (Fall)	Portfolio	80%	Achieved Goal	10	8 Students are subject to higher standards of composition and visual organization. I plan to add an additional assignment based in developing students understanding of figure ground principals.	
Program - Art: Photography (AA) ART 384	Advanced Digital Photography	SLO 2	Demonstrate use of the digital darkroom to produce a professional	2016 - 2017 (Fall)	Portfolio	90% success rate	Achieved Goal	20	18	
Program - Art: Photography (AA) ART 384	Advanced Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	100% Advanced students have has several classes to develop artistic perspective.	Achieved Goal	20	20	
Program - Art: Photography (AA) ART 384	Advanced Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Essay	80% were able to write and evaluate their work and the work of professionals inter museum report and verbally during the critique.	Inconclusive	20	16 Results are difficult to assess due to students temperament, introverts tend to do well in the written portions of evaluation, but often have trouble speaking up during critiques. I suspect that the "silent" students are able to provide critical evaluations, but have trouble speaking up in class. I respect their introverted tendencies , and base my evaluations on the written museum reports.	
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 200	Introduction to Astrophysics	SLO 1	Describe the underlying principles of spectral line formation as applied to stars and stellar systems.	2016 - 2017 (Fall)	Exam	On quiz 2, students were asked to do a problem with the Boltzmann equation. This equation is important when determining the probability of spectral line formation. Three out of four students solved the problem correctly, while the 4th student	Achieved Goal	4	3 Since three of the students solved the problem correctly and a fourth solved half of the problem, the approach in introducing this material to students is working. No further analysis is necessary.
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 200	Introduction to Astrophysics	SLO 1	Describe the underlying principles of spectral line formation as applied to stars and stellar systems.	2016 - 2017 (Fall)	Exam	On quiz 2, students were asked to do a problem with the Boltzmann equation. This equation is important when determining the probability of spectral line formation. Three out of four students solved the problem correctly, while the 4th student	Achieved Goal	4	3 Since three out of four students solved this problem correctly and the fourth student solved most of the problem correctly, no further analysis is necessary.
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 200	Introduction to Astrophysics	SLO 2	Evaluate the significance of the inner Lagrangian point in the mass transfer within a contact binary.	2016 - 2017 (Fall)	Exam	The final exam problem given was an evaluation of the location and stability of Lagrangian points in the Earth-Sun system. All four students answered the question correctly, some in great detail	Achieved Goal	4	4 The four students had done very well in answering this problem. As such, I see no need to change the method of delivery.
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 200	Introduction to Astrophysics	SLO 3	Describe the pulsation mechanism for Cepheid variables	2016 - 2017 (Fall)	Assignment/Project	The closest topic I covered regarding stellar pulsation was the determination of the Eddington limit, which is the maximum luminosity a massive star can have and still maintain hydrostatic equilibrium. The students solved such a problem in HW 7, wherein they had to calculate the Eddington limit of a popular massive star. One student was absent that week and did not turn in the assignment. However, the	Achieved Goal	4	3 Although the students did reasonably well solving this problem, I plan to change this SLO. The topic of stellar pulsation requires linearizing hydrodynamic equations as well as understanding nonradial stellar pulsation. These topics are really topics for upper division/graduate students.
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 204	Application of Astromaging Techniques	SLO 1	Photograph and identify objects in our solar system, Milky Way, and deep space.	2016 - 2017 (Spring)	Assignment/Project	No planets were imaged this semester, due to the lack of planets to image. However, numerous deep sky objects were imaged: numerous nebulae, open clusters and galaxies with excellent results. One of the nebulae imaged was so good that I had it used as the cover for my custom edition	Achieved Goal	7	7 Students had accomplished this SLO with exemplary results.
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 204	Application of Astromaging Techniques	SLO 2	Locate and collect data of variable stars to determine their periods, using Binary Maker 3.	2016 - 2017 (Spring)	Assignment/Project	Binary Maker was not used this semester, since the students' computers did not have the CD drive necessary to download the software. However, a site called Rolling Hills Observatory, which is detailed in the lab manual, took the place of Binary Maker. Several variable stars were observed with varying results. The pulsating variable star YY Eridanus yielded good data on its period. Variations in the brightness of the accretion	Achieved Goal	7	7 Students did pretty well, considering less than ideal weather. I will try and see if Binary Maker can be loaded to students' computers using a USB drive.

Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 204	Application of Astromaging Techniques	SLO 3	Locate and take data of extrasolar planets to determine and confirm transit times.	2016 - 2017 (Spring)	Assignment/Project	One exoplanet was observed, WASP 36b. Although data was taken, the night was cloudy and inconclusive results were obtained. No other exoplanets were observed due to the tiny window of a transit coinciding with the class time.	Inconclusive	7	7 Only one exoplanet was observed due to the lack of suitable candidates. Only a portion of a light curve could be obtained since the period of an exoplanet could be a few days and the class time is ~ 4 hours. Cloudy skies was also a factor in obtaining data.
Program - Astromaging and Observatory Operation (AIOC) (CA)	ASTR 204	Application of Astromaging Techniques	SLO 4	Collect spectroscopic data for analysis and expand CSM Stellar Spectra Catalog.	2016 - 2017 (Spring)	Assignment/Project	Numerous spectra were obtained with the SGS spectrograph and RO diffraction grating. VSpec and RSpec software were used in analyzing the spectra. The students obtained good results depicting various spectral types. The difficulty occurred in determining the wavelength of hydrogen alpha in some of the stars. This led to inconclusive radial velocities. This is primarily an instrumental problem due to the variance in positioning of the diffraction grating within its carousel for the SGS spectrograph. However, we have acquired a new spectrograph, the LHiRes, and hope	Achieved Goal	7	7 The installation of the LHiRes spectrograph should yield better resolution and more accurate measurements of the hydrogen line. This will allow students to be able to calculate with greater precision the radial velocity of stars. With this spectrograph, students will also be able to analyze Be stars, a class of star with a precessing accretion disk. There is active research on this class of star.
Program - Biology (AS)	BIOL 210	General Zoology	SLO 1	Explain the importance of animal diversity.	2016 - 2017 (Spring)	Exam	71% of the students who completed the course scored 70% or better. The outcomes surpass the 70% threshold and the goal is achieved.	Achieved Goal	30	17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes.
Program - Biology (AS)	BIOL 210	General Zoology	SLO 2	Explain the importance of ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.	2016 - 2017 (Spring)	Exam	63% of the students who completed the course score 71% or better. While the outcome did not achieve the 70% threshold, there was an increase in the number of students who succeeded.	Did Not Achieve Goal	30	11 Though the result was an improvement, it did not reach the stated threshold. Exams questions and course exercises will continue to be re-examined to improve results.
Program - Biology (AS)	BIOL 210	General Zoology	SLO 3	Apply the scientific method.	2016 - 2017 (Spring)	Exam	73% of students who completed the course scored 70% or better. The outcome surpassed the 70% threshold and the goal is achieved.	Achieved Goal	30	20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes.
Program - Biology (AS)	BIOL 210	General Zoology	SLO 4	Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals.	2016 - 2017 (Spring)	Exam	70% of students who completed the course scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was achieved and the goal was achieved.	Achieved Goal	30	15 The result show a slight decline in success. Exam questions and course exercises will continue to be re-examine, as well as compared to changes made from the previous assessment, to improve outcomes.
Program - Biology (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Next step, assess SLO with next class.
Program - Biology (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle

Program - Biology (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO next semester.
Program - Biology (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of primary and secondary metabolic processes	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of primary and secondary metabolic processes	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of primary and secondary metabolic processes	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS)	BIOL 220	General Botany	SLO 7	Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and structures	2016 - 2017 (Spring)	Exam	Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	46 Assess SLO in next cycle
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 6	Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15

Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Biology (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology (AS)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology (AS)	CHEM 220	General Chemistry II	SLO 3	appropriate calculations Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Biology (AS-T)	BIOL 210	General Zoology	SLO 1	through explanations and appropriate Explain the importance of animal diversity.	2016 - 2017 (Spring)	Exam	71% of the students who completed the course scored 70% or better. The outcomes surpass the 70% threshold and the goal is achieved.	Achieved Goal	30	17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes.
Program - Biology (AS-T)	BIOL 210	General Zoology	SLO 2	Explain the importance of ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.	2016 - 2017 (Spring)	Exam	63% of the students who completed the course score 7% or better. While the outcome did not achieve the 70% threshold, there was an increase in the number of students who succeeded.	Did Not Achieve Goal	30	11 Though the result was an improvement, it did not reach the stated threshold. Exams questions and course exercises will continue to be re-examined to improve results.
Program - Biology (AS-T)	BIOL 210	General Zoology	SLO 3	Apply the scientific method.	2016 - 2017 (Spring)	Exam	73% of students who completed the course scored 70% of better. The outcome surpassed the 70% threshold and the goal is achieved.	Achieved Goal	30	20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes.
Program - Biology (AS-T)	BIOL 210	General Zoology	SLO 4	Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals.	2016 - 2017 (Spring)	Exam	70% of students who completed the course scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was achieved and the goal was achieved.	Achieved Goal	30	15 The result show a slight decline in success. Exam questions and course exercises will continue to be re-examine, as well as compared to changes made from the previous assessment, to improve outcomes.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle

Program - Biology (AS-T)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Next step, assess SLO with next class.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO next semester.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of primary and secondary metabolic	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of primary and secondary metabolic	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of primary and secondary metabolic	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 220	General Botany	SLO 7	Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and structures	2016 - 2017 (Spring)	Exam	Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	46 Assess SLO in next cycle
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15

Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 6	Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology (AS-T)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology (AS-T)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology (AS-T)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Biology (AS-T)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology (AS-T)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology (AS-T)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology (AS-T)	CHEM 220	General Chemistry II	SLO 3	appropriate calculations Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Biology: Biotechnology (AS)	BIOL 210	General Zoology	SLO 1	Explain the importance of animal diversity.	2016 - 2017 (Spring)	Exam	71% of the students who completed the course scored 70% or better. The outcomes surpass the 70% threshold and the goal is achieved.	Achieved Goal	30	17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes.
Program - Biology: Biotechnology (AS)	BIOL 210	General Zoology	SLO 2	Explain the importance of ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.	2016 - 2017 (Spring)	Exam	63% of the students who completed the course score 7% or better. While the outcome did not achieve the 70% threshold, there was and increase in the number of students who succeeded.	Did Not Achieve Goal	30	11 Though the result was an improvement, it did not reach the stated threshold. Exams questions and course exercises will continue to be re-examined to improve results.
Program - Biology: Biotechnology (AS)	BIOL 210	General Zoology	SLO 3	Apply the scientific method.	2016 - 2017 (Spring)	Exam	73% of students who completed the course scored 70% of better. The outcome surpassed the 70% threshold and the goal is achieved.	Achieved Goal	30	20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes.
Program - Biology: Biotechnology (AS)	BIOL 210	General Zoology	SLO 4	Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals.	2016 - 2017 (Spring)	Exam	70% of students who completed the course scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was achieved and the goal was achieved.	Achieved Goal	30	15 The result show a slight decline in success. Exam questions and course exercises will continue to be re-examine, as well as compared to changes made from the previous assessment, to improve outcomes.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle

Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Next step, assess SLO with next class.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO next semester.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 220	General Botany	SLO 7	Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and structures	2016 - 2017 (Spring)	Exam	Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C (70%) or better and successfully achieved	Achieved Goal	52	46 Assess SLO in next cycle
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15

Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 6	Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Biotechnology (AS)	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.
Program - Biology: Biotechnology (AS)	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series of exam questions that were averaged	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Program - Biology: Biotechnology (AS)	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Program - Biology: Biotechnology (AS)	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam, and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.
Program - Biology: Biotechnology (AS)	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Program - Biology: Biotechnology (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Biotechnology (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Biotechnology (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Biology: Biotechnology (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Biotechnology (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology: Biotechnology (AS)	CHEM 220	General Chemistry II	SLO 2	Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13

Program - Biology: Biotechnology (AS)	CHEM 220	General Chemistry II	SLO 3	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2016 - 2017 (Spring)	Survey	This objective is successful.	Achieved Goal	28	25
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2016 - 2017 (Spring)	Exam	From 2014 to 2017 I added a quiz to have students examine graphic data. In 2014 I introduced a prompt sheet on interpretation of graphics. I also emphasized examination of graphics in the updated lectures during this period. Class announcements and "What's Happening" videos mentioned studying graphic examples of the course material. From 2014 to 2017 the success rates on the	Achieved Goal	98	65 The addition of a prompt sheet and calling attention to the graphics tools and data in the course material seems to be successful.
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continue to report on the survey that they have interest and express new learning on ethics for responsible use of natural resources. No change on end of	Achieved Goal	25	23
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continued to score highly on essays for this SLO, as last year.	Achieved Goal	25	23
Program - Biology: General (AS)	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	59	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	74
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	65 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	62 Analyze outcomes in next cycle.
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	59	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Spring)	Other	he five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	45 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42

Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	45 Analyze outcomes in next cycle.
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	47 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	47 Analyze outcomes in next cycle.
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	65
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	54 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	54 Analyze outcomes in next cycle.
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	70
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	59 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42

Program - Biology: General (AS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	59 Analyze outcomes in next cycle.
Program - Biology: General (AS)	BIOL 130	Human Biology	SLO 1	Describe the physical structures of the body and describe their functions.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Biology: General (AS)	BIOL 130	Human Biology	SLO 2	Explain the processes of inheritance, reproduction, and development.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Biology: General (AS)	BIOL 130	Human Biology	SLO 3	Explain the general mechanism of homeostasis and provide examples. Discuss disorders of homeostasis.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Biology: General (AS)	BIOL 130	Human Biology	SLO 4	Discuss scientific principles as they pertain to the evolution of humans.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Biology: General (AS)	BIOL 130	Human Biology	SLO 5	Demonstrate knowledge of ecological principles related to human biology.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 1	Describe plant structure and its relationship to function at all levels, cellular, tissue, organ, population, community and ecosystem	2016 - 2017 (Fall)	Exam	Students who completed the class, were able to describe and apply this SLO.	Achieved Goal	25	21 Students who passed the class, accomplished SLO.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 1	Describe plant structure and its relationship to function at all levels, cellular, tissue, organ, population, community and ecosystem	2016 - 2017 (Spring)	Exam	SLO achieved by students passing the class with C or better	Achieved Goal	17	14
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 2	Explain the role of plants in the development of human civilization, including the role of plants as primary food source for humans, and their role in ecosystem services	2016 - 2017 (Fall)	Other	Students achieved SLO	Achieved Goal	25	21 Students who completed the class met this SLO.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 2	Explain the role of plants in the development of human civilization, including the role of plants as primary food source for humans, and their role in ecosystem services	2016 - 2017 (Spring)	Exam	Students who completed the class with C or better met SLO # 2	Achieved Goal	17	14
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who pass the test achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Assess SLO in the next cycle.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class, were able to describe and apply this SLO.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 This is a good SLO for this class.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments	2016 - 2017 (Fall)	Essay	Students who passes the class achieved SLO.	Achieved Goal	25	21 Assess SLO in the next cycle.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Fall)	Essay	Students who passes the class achieved SLO.	Achieved Goal	25	21 Students who completed the class, were able to describe and apply this SLO. Continue to improve ways to engage all students in class.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments	2016 - 2017 (Spring)	Assignment/Project	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 5	Apply the scientific method to investigate biological phenomena, and evaluate current issues related to	2016 - 2017 (Fall)	Assignment/Project	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO. Assess SLO in the next cycle.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 5	Apply the scientific method to investigate biological phenomena, and evaluate current issues related to	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 6	Understand and explain the role of plants in ecology, evolution, and the diversity of life.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO. Assess SLO in the next cycle.
Program - Biology: General (AS)	BIOL 145	Plants, People, and Environment	SLO 6	Understand and explain the role of plants in ecology, evolution, and the diversity of life.	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Biology: General (AS)	BIOL 184	Wildlife Biology	SLO 1	Demonstrate knowledge of wildlife diversity and conservation.	2016 - 2017 (Fall)	Essay	Each student was asked to prepare a short essay or commentary on wildlife diversity and conservation. Nearly all the students responded with a thoughtful essay on the importance of conservation and	Achieved Goal	41	28

Program - Biology: General (AS)	BIOL 184	Wildlife Biology	SLO 2	Explain scientific and biological principles as they pertain to wildlife.	2016 - 2017 (Fall)	Assignment/Project	A major assignment to study a species is assigned to groups. The groups work on reviewing scientific literature and develop a paper and presentation, modeling the case studies in the class. The students learn about research methods but also group work, project management, and collaboration. It is one of the most difficult parts of the class. Over the period from 2011 to 2015, the scaffolding has been improved to help students succeed on this project. Starting in 2011 the success rate was 58% and it moved up steadily to 77% at the end of	Inconclusive	200	122
Program - Biology: General (AS)	BIOL 184	Wildlife Biology	SLO 3	Explain the concepts of wildlife, wildlife management, and sustainable use of natural resources.	2016 - 2017 (Fall)	Exam	A review of class results from 2011-2015 showed that over 70% of the class scored 70% or better on the exam, which tests the concepts of wildlife management and sustainable use of natural resources.	Achieved Goal	200	160 In 2016 the assignment will be broken down further into more guided steps. Groups will start small in pairs, and work up to larger groups.
Program - Biology: General (AS)	BIOL 184	Wildlife Biology	SLO 4	Explain the interactions of humans and wildlife.	2016 - 2017 (Fall)	Survey	I counted the number of interactions discussed in the class that were stated in the answer against the frequency of students that listed that count of concepts. The higher the count, the better the learning objective achieved. Based on these results, there was a positive relationship in the number of concepts that the students recognized that were associated with this learning objective. Over 60 percent of students listed 3 biological concepts or more and gave more than a general discussion of human interactions. Also, as part of this survey, I have students rate different topics and approaches in the class. This class received high ratings for the "case studies" part of the lectures. These case studies feature a specific species every week and walks through the concepts and	Achieved Goal	42	25
Program - Biology: General (AS)	BIOL 210	General Zoology	SLO 1	Explain the importance of animal diversity.	2016 - 2017 (Spring)	Exam	71% of the students who completed the course scored 70% or better. The outcomes surpass the 70% threshold and the goal is achieved.	Achieved Goal	30	17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes.
Program - Biology: General (AS)	BIOL 210	General Zoology	SLO 2	Explain the importance of ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.	2016 - 2017 (Spring)	Exam	63% of the students who completed the course score 7% or better. While the outcome did not achieve the 70% threshold, there was an increase in the number of students who succeeded.	Did Not Achieve Goal	30	11 Though the result was an improvement, it did not reach the stated threshold. Exams questions and course exercises will continue to be re-examined to improve results.
Program - Biology: General (AS)	BIOL 210	General Zoology	SLO 3	Apply the scientific method.	2016 - 2017 (Spring)	Exam	73% of students who completed the course scored 70% of better. The outcome surpassed the 70% threshold and the goal is achieved.	Achieved Goal	30	20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes.
Program - Biology: General (AS)	BIOL 210	General Zoology	SLO 4	Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals.	2016 - 2017 (Spring)	Exam	70% of students who completed the course scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was achieved and the goal was achieved.	Achieved Goal	30	15 The result show a slight decline in success. Exam questions and course exercises will continue to be re-examine, as well as compared to changes made from the previous assessment, to improve outcomes.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle

Program - Biology: General (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Next step, assess SLO with next class.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO next semester.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 220	General Botany	SLO 7	Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and structures	2016 - 2017 (Spring)	Exam	Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	46 Assess SLO in next cycle
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15

Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 6	Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: General (AS)	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
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Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15

Program - Biology: Medical (AS)	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biology: Medical (AS)	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.
Program - Biology: Medical (AS)	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series of exam questions that were averaged	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Program - Biology: Medical (AS)	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Program - Biology: Medical (AS)	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam, and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.
Program - Biology: Medical (AS)	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Program - Biology: Medical (AS)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Biology: Medical (AS)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Program - Biology: Medical (AS)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Biology: Medical (AS)	BIOL 260	Human Physiology	SLO 2	Describe cellular activity using chemical and physical principles.	2016 - 2017 (Spring)	Exam	The first exam tested students on their understanding of cellular structure and function	Achieved Goal	26	16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, making this SLO achieved. Most of the content was built on prerequisite knowledge, so it would be expected that scores would be slightly higher on this exam than the subsequent exams. However, this was not the case, perhaps because students were getting used to the classroom expectations.
Program - Biology: Medical (AS)	BIOL 260	Human Physiology	SLO 3	Relate cellular activity to the functioning of specific body tissues and organs.	2016 - 2017 (Spring)	Assignment/Project	There were four assignments that related to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment 4. White Blood Cell assignment	Achieved Goal	26	24 92 percent of the submissions for these assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 x 4). Students seem to do well on low stakes activities, where completion is more important than accuracy.
Program - Biology: Medical (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Medical (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Medical (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Biology: Medical (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Medical (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology: Medical (AS)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology: Medical (AS)	CHEM 220	General Chemistry II	SLO 3	appropriate calculations Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Biology: Pre-Nursing (AS)	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.

Program - Biology: Pre-Nursing (AS)	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series of exam questions that were averaged	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Program - Biology: Pre-Nursing (AS)	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Program - Biology: Pre-Nursing (AS)	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam. and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.
Program - Biology: Pre-Nursing (AS)	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Program - Biology: Pre-Nursing (AS)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Biology: Pre-Nursing (AS)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Program - Biology: Pre-Nursing (AS)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Biology: Pre-Nursing (AS)	BIOL 260	Human Physiology	SLO 2	Describe cellular activity using chemical and physical principles.	2016 - 2017 (Spring)	Exam	The first exam tested students on their understanding of cellular structure and function	Achieved Goal	26	16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, making this SLO achieved. Most of the content was built on prerequisite knowledge, so it would be expected that scores would be slightly higher on this exam than the subsequent exams. However, this was not the case, perhaps because students were getting used to the classroom expectations.
Program - Biology: Pre-Nursing (AS)	BIOL 260	Human Physiology	SLO 3	Relate cellular activity to the functioning of specific body tissues and organs.	2016 - 2017 (Spring)	Assignment/Project	There were four assignments that related to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment 4. White Blood Cell assignment	Achieved Goal	26	24 92 percent of the submissions for these assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 x 4). Students seem to do well on low stakes activities, where completion is more important than accuracy.
Program - Biology: Pre-Nursing (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Pre-Nursing (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Pre-Nursing (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Biology: Pre-Nursing (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biology: Pre-Nursing (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology: Pre-Nursing (AS)	CHEM 220	General Chemistry II	SLO 2	Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biology: Pre-Nursing (AS)	CHEM 220	General Chemistry II	SLO 3	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Biology: Pre-Nursing (AS)	CHEM 410	Health Science Chemistry I	SLO 1	At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various states they exist in	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Program - Biology: Pre-Nursing (AS)	CHEM 410	Health Science Chemistry I	SLO 2	Students will be able to represent the chemical elements and simple chemical compounds, and they will begin the process of depicting a variety of chemical reactions involving	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Program - Biology: Pre-Nursing (AS)	CHEM 410	Health Science Chemistry I	SLO 3	Students will solve elementary quantitative problems involving concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	38
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	59	57

Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	74
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	65 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	62 Analyze outcomes in next cycle.
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	45 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	45 Analyze outcomes in next cycle.
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	47 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	47 Analyze outcomes in next cycle.
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57

Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	65
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	54 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	54 Analyze outcomes in next cycle.
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	70
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	59 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Biotechnology (CS)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	59 Analyze outcomes in next cycle.
Program - Biotechnology (CS)	BIOL 210	General Zoology	SLO 1	Explain the importance of animal diversity.	2016 - 2017 (Spring)	Exam	71% of the students who completed the course scored 70% or better. The outcomes surpass the 70% threshold and the goal is achieved.	Achieved Goal	30	17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes.
Program - Biotechnology (CS)	BIOL 210	General Zoology	SLO 2	Explain the importance of ecological, scientific, economic, cultural, and social importance of the interrelationships between animals, humans, and the environment.	2016 - 2017 (Spring)	Exam	63% of the students who completed the course score 70% or better. While the outcome did not achieve the 70% threshold, there was an increase in the number of students who succeeded.	Did Not Achieve Goal	30	11 Though the result was an improvement, it did not reach the stated threshold. Exams questions and course exercises will continue to be re-examined to improve results.
Program - Biotechnology (CS)	BIOL 210	General Zoology	SLO 3	Apply the scientific method.	2016 - 2017 (Spring)	Exam	73% of students who completed the course scored 70% or better. The outcome surpassed the 70% threshold and the goal is achieved.	Achieved Goal	30	20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes.
Program - Biotechnology (CS)	BIOL 210	General Zoology	SLO 4	Explain the significance of the relationship between structure and function, evolution, genetics, ecology in the organization, survival, and diversity of animals.	2016 - 2017 (Spring)	Exam	70% of students who completed the course scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was achieved and the goal was achieved.	Achieved Goal	30	15 The result show a slight decline in success. Exam questions and course exercises will continue to be re-examine, as well as compared to changes made from the previous assessment, to improve outcomes.
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.

Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 1	Demonstrate understanding of the environmental and ecological importance of plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO.
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 2	Recognize members of the major phyla and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and genus level	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. Next step, assess SLO with next class.
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 3	Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO next semester.
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 4	Demonstrate understanding of the principles of evolution as demonstrated by plants	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Fall)	Assignment/Project	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 5	Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Fall)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	36	41 Students who pass the class with 70% or better met this SLO. SLO success achieved. Next steps, assess SLO in the following semester.
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 6	Demonstrate understanding of plant structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of	2016 - 2017 (Spring)	Exam	Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	48 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 220	General Botany	SLO 7	Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and structures	2016 - 2017 (Spring)	Exam	Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C (70%) or better and successfully achieved this SLO.	Achieved Goal	52	46 Assess SLO in next cycle
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 1	Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 2	Identify and describe structure and major functions of cellular organic molecules.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15

Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 3	Explain mechanisms of cellular metabolic processes of respiration, photosynthesis and eukaryotic cell cycle.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 4	Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 5	Explain and apply principles of classical/Mendelian Genetics to problems in genetics or biotechnology.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 6	Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 7	Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 230	Introductory Cell Biology	SLO 8	Communicate explanations of cell biology phenomena in writing.	2016 - 2017 (Spring)	Other	Of the students who took the final exam, students who passed the course with a final grade of C or higher achieved the SLO. For the course to be successful 75% of the class should have gotten C or better (13-14 students); 15 students earned C or better, so the class did achieve the goal.	Achieved Goal	18	15
Program - Biotechnology (CS)	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.
Program - Biotechnology (CS)	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series of exam questions that were averaged	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Program - Biotechnology (CS)	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Program - Biotechnology (CS)	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam, and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.
Program - Biotechnology (CS)	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment see program review	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Program - Biotechnology (CS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biotechnology (CS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biotechnology (CS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Biotechnology (CS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Biotechnology (CS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Biotechnology (CS)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13

Program - Biotechnology (CS)	CHEM 220	General Chemistry II	SLO 3	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate Use effective reading strategies to comprehend a variety of texts.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Building Inspection (AS)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 1	Use effective reading strategies to comprehend a variety of texts.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Building Inspection (AS)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 2	Write text-based essays unified around a clear thesis statement.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Building Inspection (AS)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 3	Develop essays using specific details drawn from assigned texts as well as personal experience and knowledge.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Building Inspection (AS)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 4	Write clear, complex sentences using coordinating and subordinating conjunctions, concession, and noun phrase appositives	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	10
Program - Building Inspection (AS)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 5	Proofread effectively for basic grammar and usage errors.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	12
Program - Building Inspection (AS)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Building Inspection (AS)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Building Inspection (AS)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Building Inspection (AS)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Building Inspection (AS)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Program - Building Inspection (AS)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Building Inspection (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 1	Use effective reading strategies to comprehend a variety of texts.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Building Inspection (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 2	Write text-based essays unified around a clear thesis statement.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Building Inspection (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 3	Develop essays using specific details drawn from assigned texts as well as personal experience and knowledge.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16

Program - Building Inspection (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 4	Write clear, complex sentences using coordinating and subordinating conjunctions, concession, and noun phrase appositives	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	10
Program - Building Inspection (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 5	Proofread effectively for basic grammar and usage errors.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	12
Program - Building Inspection (CA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Building Inspection (CA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Building Inspection (CA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Building Inspection (CA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Building Inspection (CA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Program - Building Inspection (CA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Business Administration (AS-T)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 131	Managerial Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	168 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 131	Managerial Accounting	SLO 2	Decision making: Describe how managers use managerial accounting information to make decisions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	143 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 131	Managerial Accounting	SLO 3	Discounted cash flow: Perform time value of money analysis using the discounted cash flow model	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	178 Continue to work with students to ensure student success.
Program - Business Administration (AS-T)	ACTG 131	Managerial Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	172 Continue to work with students to ensure student success.

Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. see program review	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	135
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development

Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30	Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155	Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Business Administration (AS-T)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	73	13	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	28	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33	
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142	

Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	38
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	46
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	26
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44

Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->>Statistics Sp 2018	Achieved Goal	52	43
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic.	Inconclusive	219	145
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Business Administration (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->>Statistics Sp 2018	Achieved Goal	52	42
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 1	Find the derivatives of polynomial, rational, exponential, and logarithmic functions.	2017 - 2018 (Fall)	Other	see doc attached	Achieved Goal	24	24
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 2	Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 3	Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 4	Analyze the marginal cost, profit and revenue when given the appropriate function.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	22
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 5	Determine maxima and minima in optimization problems using the derivative.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	21
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 6	Use derivatives to find rates of change and tangent lines.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 7	Use calculus to analyze revenue, cost, and profit.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 8	Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	15
Program - Business Administration (AS-T)	MATH 241	Applied Calculus I	SLO 9	Use integration in business and economics applications.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	13
Program - Business Administration, Option 1 (AA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Administration, Option 1 (AA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Business Administration, Option 1 (AA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Business Administration, Option 1 (AA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Business Administration, Option 1 (AA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Administration, Option 1 (AA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Business Administration, Option 1 (AA)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Business Administration, Option 1 (AA)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Business Administration, Option 1 (AA)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Business Administration, Option 1 (AA)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Business Administration, Option 1 (AA)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Business Administration, Option 1 (AA)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'

Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invoke professor for guest lecture?
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	131
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc. see program review	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.

Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Business Administration, Option 1 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121

Program - Business Administration, Option 1 (AA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I can't tell if they could do this or not
Program - Business Administration, Option 1 (AA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Business Administration, Option 1 (AA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individual teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Business Administration, Option 1 (AA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.
Program - Business Administration, Option 1 (AA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Business Administration, Option 1 (AA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Business Administration, Option 1 (AA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual	2016 - 2017 (Spring)	Forum	Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Business Administration, Option 2 (AA)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 131	Managerial Accounting	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	168 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 131	Managerial Accounting	SLO 2	Decision making: Describe how managers use managerial accounting information to make decisions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	143 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 131	Managerial Accounting	SLO 3	Discounted cash flow: Perform time value of money analysis using the discounted cash flow model	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	178 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	ACTG 131	Managerial Accounting	SLO 4	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	172 Continue to work with students to ensure student success.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.

Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc. see program review	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	135
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Business Administration, Option 2 (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.

Program - Business Administration, Option 2 (AA)	BUS 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here. <i>as SLO report see attached</i>	Achieved Goal	85	67
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	13
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	39
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	31
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	28
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	33
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44

Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33

Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other		Achieved Goal	73	54
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	38
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	59
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other		Achieved Goal	73	65
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	46
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	39
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	26
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	43

Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Inconclusive	219	145
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam		Achieved Goal	85	43
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other		Achieved Goal	73	61
Program - Business Administration, Option 2 (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability-&-Statistics Sp 2018	Achieved Goal	52	42
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 1	Find the derivatives of polynomial, rational, exponential, and logarithmic functions.	2017 - 2018 (Fall)	Other	see doc attached	Achieved Goal	24	24
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 2	Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 3	Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 4	Analyze the marginal cost, profit and revenue when given the appropriate function.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	22
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 5	Determine maxima and minima in optimization problems using the derivative.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	21
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 6	Use derivatives to find rates of change and tangent lines.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 7	Use calculus to analyze revenue, cost, and profit.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 8	Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	15
Program - Business Administration, Option 2 (AA)	MATH 241	Applied Calculus I	SLO 9	Use integration in business and economics applications.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	13
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	BUS. 315	Keyboarding I	SLO 1	demonstrate knowledge of alphabetic keyboard and numeric keypad.	2017 - 2018 (Fall)	Other	see uploaded docs	Achieved Goal	22	17
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. the primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individual teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.

Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation.	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic. 86% were able to articulate required topics.	Achieved Goal	29	25
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (AA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual behaviors.	2016 - 2017 (Spring)	Forum	Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	BUS. 315	Keyboarding I	SLO 1	demonstrate knowledge of alphabetic keyboard and numeric keypad.	2017 - 2018 (Fall)	Other	see uploaded docs	Achieved Goal	22	17
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. the primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individuals, teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation.	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic. 86% were able to articulate required topics.	Achieved Goal	29	25
Program - Business Information Processing Option 1: Microcomputer/Office Assistant (CA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual behaviors.	2016 - 2017 (Spring)	Forum	Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.

Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software features and tools	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software features and tools	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement

Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142	Integrate into stock tracker project.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150	
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173	Incorporate into further group exercises.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126	Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28	Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to liability/tax issues.	Achieved Goal	160	145	Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	131	
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173	Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135	Project successful. Utilize daily market/news analysis.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28	Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc.	Achieved Goal	160	155	Further coordinate with new Financial Management class.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135	
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173	Current approach successful (group exercise/presentations/examination).
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136	Project successful. Continue coordination with Business Club competition.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28	Eliminate SLO as overlaps with BUS180.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155	Eliminate this SLO as overlaps with BUS180.

Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.

Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software features and tools	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software features and tools	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement

Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to liability/tax issues.	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	131
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.

Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Management (CA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Management (CA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Business Management (CA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Business Management (CA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Business Management (CA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Business Management (CA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update

Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	131
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. see program review	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.

Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Business Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Business Management (CA)	BUS. 150	Small Business Management	SLO 1	Explain what it means and takes to be an entrepreneur.	2016 - 2017 (Spring)	Exam	Entrepreneurial Learning Institute curricula used.	Achieved Goal	19	19 Roll this SLO into general entrepreneurial mindset
Program - Business Management (CA)	BUS. 150	Small Business Management	SLO 2	Understand ethical decision making.	2016 - 2017 (Spring)	Assignment/Project	Ethical case studies/decision making/role-playing.	Achieved Goal	19	19 Additional emphasis on equity/social justice.
Program - Business Management (CA)	BUS. 150	Small Business Management	SLO 3	Start a small business by conducting a feasibility study and market analysis for their idea, and examining alternate paths to small business ownership, including franchising.	2016 - 2017 (Spring)	Assignment/Project	Pitch-deck competition (state-wide) entered. Class won Silicon Valley/Santa Cruz/Monterey region. Final/capstone project summary business plan. Three businesses started by students.	Achieved Goal	19	19 Established intra-district pitch-deck competition. Increase coordination with Business Club and SBDC.
Program - Business Management (CA)	BUS. 150	Small Business Management	SLO 4	Understand forms of incorporation, and the taxation and liability associated with each.	2016 - 2017 (Spring)	Exam	Learning module dedicated to incorporation. Use of pitch-deck/business plan specific to determine form of incorporation.	Achieved Goal	19	19 Get update on state/federal tax code by coordinating with accounting department/use them as guest speakers.
Program - Business Management (CA)	BUS. 150	Small Business Management	SLO 5	Compile and write a summary business plan, including marketing and operations.	2016 - 2017 (Spring)	Capstone Project	19 summary business plans created. Three of business' designed have been started as of 8/2017.	Achieved Goal	19	19 Provide template software, either as part of the business departments web-presence or through external vendor. Connect students with investors/coordinate with SBDC.
Program - Business Management (CA)	BUS. 150	Small Business Management	SLO 6	Understand small business customer relationship management and marketing.	2016 - 2017 (Spring)	Discussion	Role-playing/scenarios reinforced with lecture material.	Achieved Goal	19	19 Eliminate this SLO, roll into new Marketing for Entrepreneurs course.
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not

Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Program - Business Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	The success rates for this assignment were low. Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Business Management (CA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Business Management (CA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individual teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Business Management (CA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management concepts.	Achieved Goal	29	25 Review current SLOs for updating.
Program - Business Management (CA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Business Management (CA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation.	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Business Management (CA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual.	2016 - 2017 (Spring)	Forum	Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Business Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Business Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Business Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Business Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Business Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.

Program - Business Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32	For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignment 1) correctly.	Achieved Goal	26	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model.	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model.	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignment 2) correctly.	Achieved Goal	25	22	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 3) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful.	Achieved Goal	12	12	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students, 11 were successful.	Achieved Goal	12	11	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 4) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling.	Achieved Goal	12	10	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic.	Achieved Goal	12	10	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were successful.	Achieved Goal	12	8	
Program - C++ Programming (CS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23	Continue with current strategy
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types.	2016 - 2017 (Fall)	Assignment/Project	Project 1 supports SLO 1.	Achieved Goal	29	25	
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Assignment 1 was a good refresher and lead-in to the course material.	Achieved Goal	28	26	One of the students who did not succeed failed the course in Fall.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application.	2016 - 2017 (Fall)	Assignment/Project	Project 2 supports SLO 2.	Achieved Goal	29	25	
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application.	2016 - 2017 (Spring)	Exam	SLO satisfied. The rigor of exam 1 prepared students for what to expect in the course exams.	Achieved Goal	33	31	Test goals accomplished.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics.	2016 - 2017 (Fall)	Exam	Quiz 2 supports SLO 3.	Achieved Goal	29	25	

Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory sacrifice	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Dynamic memory allocation proved to be a challenging concept for many students.	Achieved Goal	27	25 Graded project assignment with feedback to students.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Midterm exam supports SLO 4	Achieved Goal	29	25
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Project 3 supports SLO 5	Achieved Goal	29	25
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students were given an application specification requiring ADT implementation of both storage	Achieved Goal	25	21 Extensive forum discussions to help students complete this project.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Assignment/Project	Project 5 supports SLO 6.	Achieved Goal	29	25
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Course lecture notes and quizzes well prepared students for this topic assessment.	Achieved Goal	28	28 Graded project assignment with feedback to students.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Exam	Quiz 6 supports SLO 7.	Achieved Goal	29	25
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a word index application that can be used to create a table of contents.	Achieved Goal	22	20 Graded project assignment with feedback to students.
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Fall)	Assignment/Project	Project 4 supports SLO 8.	Achieved Goal	29	25
Program - C++ Programming (CS)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Spring)	Exam	SLO satisfied. Quizzes and exam questions assessed students understanding of design and test for big data.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 1	Identify user interface fundamentals and demonstrate the ability to construct user interface elements	2016 (Summer)	Assignment/Project	85% of students were able to identify and demonstrate Photoshop interface elements	Achieved Goal	25	25 Continue to provide emphasis on the short cut commands
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 2	Identify web accessibility elements	2016 (Summer)	Assignment/Project	80% of students were able to identify accessibility elements	Achieved Goal	25	20 Continue to work work with DSPS. Include demonstration of accessibility tools used
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 3	Identify web, video and broadcast graphic formats	2016 (Summer)	Assignment/Project	80% of students were able to identify web graphic formats	Achieved Goal	25	23 Continue to provide accessibility elements pertaining to graphic formats
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 4	Demonstrate construction of web, video and broadcast graphics	2016 (Summer)	Assignment/Project	80% of student were able to create web graphics	Achieved Goal	25	23 Continue to provide Photoshop assignments for the creation of graphics. Develop a 1 unit skill builder course to aid in students having the software skills needed for course.
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 5	Demonstrate the ability to construct interactive elements	2016 (Summer)	Assignment/Project	70% of students were able to create interactive rollovers	Achieved Goal	25	16 Continue to provide different interactive elements used in web. Include introduction to HTML and CSS
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 6	Demonstrate effective workflow and file management	2016 (Summer)	Assignment/Project	80% of students were able to demonstrate file management	Achieved Goal	25	20 Continue to provide examples and the importance of file management (site structure, file naming)
Program - CAD/Drafting Technology (AS)	DGME 167	Web Design I	SLO 7	Demonstrate integration with other software programs	2016 (Summer)	Assignment/Project	80% of students were able to integrate Photoshop and illustrator files	Achieved Goal	25	20 This the first course students take and most do not know of the software used in the industry. Continue to increase their proficiency with Photoshop and Illustrator. Develop 1 unit skill builder course in Photoshop and Illustrator.
Program - CAD/Drafting Technology (CA)	DGME 167	Web Design I	SLO 1	Identify user interface fundamentals and demonstrate the ability to construct user interface elements	2016 (Summer)	Assignment/Project	85% of students were able to identify and demonstrate Photoshop interface elements	Achieved Goal	25	25 Continue to provide emphasis on the short cut commands
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Program - Chemistry (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Chemistry (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Chemistry (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Chemistry (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Chemistry (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Chemistry (AS)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Chemistry (AS)	CHEM 220	General Chemistry II	SLO 3	appropriate calculations Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Co-Occurring Disorders (CS)	PSYC 410	Abnormal Psychology	SLO 1	explanations and appropriate Demonstrate knowledge of terminology used to define and describe abnormal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - Co-Occurring Disorders (CS)	PSYC 410	Abnormal Psychology	SLO 2	Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	47
Program - Co-Occurring Disorders (CS)	PSYC 410	Abnormal Psychology	SLO 3	of psychological disorders Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	43
Program - Co-Occurring Disorders (CS)	PSYC 410	Abnormal Psychology	SLO 4	Demonstrate knowledge of assessment measures and their applications within the field of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - Co-Occurring Disorders (CS)	PSYC 410	Abnormal Psychology	SLO 5	Compare and contrast core theories and treatment modalities as applied to major psychological disorders.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	44
Program - Co-Occurring Disorders (CS)	PSYC 410	Abnormal Psychology	SLO 6	Demonstrate the ability to apply the course concepts to case studies.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	55	48
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 1	specific purpose Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 2	specific purpose Incorporate research, sound reasoning and evidence that support claims they make in their presentations of	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 2	speeches and outlines Incorporate research, sound reasoning and evidence that support claims they make in their presentations of	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 3	speeches and outlines Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/or	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Program - Communication Studies (AA)	COMM 110	Public Speaking	SLO 6	communication Explain the basic principles of communication, and apply selected theories of rhetoric and/or	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 1	communication Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36

Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	84
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	81
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3		Achieved Goal	36	36
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	73
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6		Achieved Goal	36	36
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	72
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1		Achieved Goal	36	36
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review		Achieved Goal	90	81
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Communication Studies (AA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	80
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 1	Exhibit effective problem-solving communication skills	2016 - 2017 (Spring)	Assignment/Project	3.4		Achieved Goal	20	20
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 2	Demonstrate the ability to discover, critically evaluate and accurately report information	2016 - 2017 (Spring)	Assignment/Project	3.6		Achieved Goal	20	20
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 3	Engage in sound reasoning to reach a well-reasoned decision	2016 - 2017 (Spring)	Assignment/Project	3.4		Achieved Goal	20	20
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 4	Organize presentations effectively	2016 - 2017 (Spring)	Essay	3.1		Achieved Goal	20	18
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 5	Demonstrate ability to effectively prepare for and deliver presentations within small group settings	2016 - 2017 (Spring)	Presentation/Performance	3.3		Achieved Goal	20	18
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 7	Demonstrate effective listening skills in various settings	2016 - 2017 (Spring)	Essay	3.5		Achieved Goal	20	18
Program - Communication Studies (AA)	COMM 140	Small Group Communication	SLO 8	Adapt communication strategies to fit the audience and situation; and present their views with persuasive communication using various models of communication	2016 - 2017 (Spring)	Presentation/Performance	3.4		Achieved Goal	20	18
Program - Communication Studies (AA)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4		Achieved Goal	10	10
Program - Communication Studies (AA)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3		Achieved Goal	36	35
Program - Communication Studies (AA)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations (Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination and ethnocentrism	2016 - 2017 (Spring)	Essay	4		Achieved Goal	10	10
Program - Communication Studies (AA)	COMM 150	Intercultural Communication	SLO 3	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations (Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination and ethnocentrism	2016 - 2017 (Spring)	Exam	4		Achieved Goal	10	10
Program - Communication Studies (AA)	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discrimination	2016 - 2017 (Spring)	Assignment/Project	3.7		Achieved Goal	10	10
Program - Communication Studies (AA)	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8		Achieved Goal	10	10
Program - Communication Studies (AA)	COMM 170	Oral Interpretation I	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2016 - 2017 (Spring)	Exam	2.1		Achieved Goal	10	8
Program - Communication Studies (AA)	COMM 170	Oral Interpretation I	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the	2016 - 2017 (Spring)	Presentation/Performance	2.9		Achieved Goal	10	9
Program - Communication Studies (AA)	COMM 170	Oral Interpretation I	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2016 - 2017 (Spring)	Presentation/Performance	2.6		Achieved Goal	10	9
Program - Communication Studies (AA)	COMM 170	Oral Interpretation I	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2016 - 2017 (Spring)	Presentation/Performance	2.6		Achieved Goal	10	8

Program - Communication Studies (AA)	COMM 170	Oral Interpretation I	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2016 - 2017 (Spring)	Essay	2.6	Achieved Goal	10	7	
Program - Communication Studies (AA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion		Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Communication Studies (AA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individuals, teams and groups	2016 - 2017 (Spring)	Discussion		This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Communication Studies (AA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work	2016 - 2017 (Spring)	Discussion		Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.
Program - Communication Studies (AA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion		Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Communication Studies (AA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation	2016 - 2017 (Spring)	Forum		Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Communication Studies (AA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual	2016 - 2017 (Spring)	Forum		85% were able to articulate required topic. Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 1	Identify major Marriage & Family sociological and psychological theories, research, assessments, and applications to the social institution of the family; examining the basic dimensions of social institutions and	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	28
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 2	Identify the family from a cross-cultural, political, and historical perspective; applying the theories, research, assessments, and applications to student personal relationships and family	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	32
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 3	Demonstrate an understating of the intersections among gender, ethnicity, class, race, status, and sexuality within the family; applying the course concepts, definitions, examples, facts, and information from articles in the news to student's personal and family	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	30
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 4	Examine age, gender, and socialization within the family; completing interactive self-assessments on marriage and family issues and using them to recognize and analyze students' own personal relationships	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	26
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 5	Identify and demonstrate an understanding of the various kinship and family arrangements; completing a systematic analysis, problem solving, and action planning process on student's own relationships and family	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	30
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 6	Develop, implement, and track results on personal relationship, marriage, and family plans.	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	31
Program - Communication Studies (AA)	PSYC 110	Courtship, Marriage and the Family	SLO 7	Plan and execute a team presentation dramatizing key course insights on effective communication, relationship and sexuality	2016 - 2017 (Fall)	Survey		See Program Review	Achieved Goal	40	33

Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 1	Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.	2017 - 2018 (Fall)	Survey	Anthropology 110 Cultural Anthropology Two sections of cultural anthropology completed self-evaluation forms as follows for 5 SLOs as follows for 86 students: A) Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. 5=13 students 4=36 3=31 2=5 1=0 0=1 13 students felt capable of explaining everything, 36 could explain most the material, 31 felt competent but could not explain it well, 5 felt some level of confusion and 1 student	Achieved Goal	86	80
Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 2	Recognize the methods, theories and perspectives used to study and understand human cultures.	2017 - 2018 (Fall)	Survey	B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 3=28 2=7 1=1 0=0 9 students felt capable of explaining everything, 38 could explain most of it, 28 felt competent but could not explain it to others, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from primarily text chapters 1,2,3,15,16 but also	Achieved Goal	86	75
Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 3	Explain the importance of the ethnographic method in the study of culture.	2017 - 2018 (Fall)	Survey	C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 1=6 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt competent but confusion in one area, 6 felt more confusion and one student felt confused about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of	Achieved Goal	86	59
Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 4	Employ the relativist perspective while discussing cultural variation.	2017 - 2018 (Fall)	Survey	5=11 4=21 3=33 2=12 1=3 0=2 11 students felt capable of explaining everything, 21 could explain most of it, 33 felt competent but could not explain it to others, 12 felt some confusion, 3 felt more confusion and 2 did not learn it at all. The material for this SLO is primarily from text	Achieved Goal	86	65
Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 5	Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.	2017 - 2018 (Fall)	Survey	D) Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 1=1 0=1 18 students felt competent enough to explain everything, 42 felt they could explain most of it, 15 felt competent but not enough to explain it, 5 felt some level of confusion about	Achieved Goal	86	75

Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 6	Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.	2017 - 2018 (Fall)	Survey	E) Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. 5=14 4=27 3=33 2=6 1=2 0=1 14 students felt competent to explain everything, 27 could explain most, 33 felt competent but could not explain it, 6 felt confusion in at least one area, 2 felt more	Achieved Goal	86	74
Program - Communication Studies (AA-T)	ANTH 110	Cultural Anthropology	SLO 7	Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.	2017 - 2018 (Fall)	Survey	F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5= 16 4=25 3=21 2=17 1=3 0=1 16 felt competent to explain everything, 25 could explain most of it, 21 felt competent but not able to explain it, 17 felt confused in at least one area, 3 felt more confusion and one student did not learn it at all. The material covered by this SLO would	Achieved Goal	86	62
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Program - Communication Studies (AA-T)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36

Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Communication Studies (AA-T)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	80
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 1	Exhibit effective problem-solving communication skills	2016 - 2017 (Spring)	Assignment/Project	3.4	Achieved Goal	20	20
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 2	Demonstrate the ability to discover, critically evaluate and accurately report information	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	20	20
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 3	Engage in sound reasoning to reach a well-reasoned decision	2016 - 2017 (Spring)	Assignment/Project	3.4	Achieved Goal	20	20
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 4	Organize presentations effectively	2016 - 2017 (Spring)	Essay	3.1	Achieved Goal	20	18
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 5	Demonstrate ability to effectively prepare for and deliver presentations within small group settings	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	20	18
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 7	Demonstrate effective listening skills in various settings	2016 - 2017 (Spring)	Essay	3.5	Achieved Goal	20	18
Program - Communication Studies (AA-T)	COMM 140	Small Group Communication	SLO 8	Adapt communication strategies to fit the audience and situation; and present their views with persuasive communication	2016 - 2017 (Spring)	Presentation/Performance	3.4	Achieved Goal	20	18
Program - Communication Studies (AA-T)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4	Achieved Goal	10	10
Program - Communication Studies (AA-T)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3	Achieved Goal	36	35
Program - Communication Studies (AA-T)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2016 - 2017 (Spring)	Essay	4	Achieved Goal	10	10
Program - Communication Studies (AA-T)	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination	2016 - 2017 (Spring)	Exam	4	Achieved Goal	10	10
Program - Communication Studies (AA-T)	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discrimination	2016 - 2017 (Spring)	Assignment/Project	3.7	Achieved Goal	10	10
Program - Communication Studies (AA-T)	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8	Achieved Goal	10	10
Program - Communication Studies (AA-T)	COMM 170	Oral Interpretation I	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2016 - 2017 (Spring)	Exam	2.1	Achieved Goal	10	8
Program - Communication Studies (AA-T)	COMM 170	Oral Interpretation I	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that connect claims advanced in the text to an	2016 - 2017 (Spring)	Presentation/Performance	2.9	Achieved Goal	10	9
Program - Communication Studies (AA-T)	COMM 170	Oral Interpretation I	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	10	9
Program - Communication Studies (AA-T)	COMM 170	Oral Interpretation I	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	10	8
Program - Communication Studies (AA-T)	COMM 170	Oral Interpretation I	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2016 - 2017 (Spring)	Essay	2.6	Achieved Goal	10	7
Program - Communication Studies (AA-T)	ENGL 110	Composition, Literature, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	23
Program - Communication Studies (AA-T)	ENGL 110	Composition, Literature, and Critical Thinking	SLO 2	Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	20

Program - Communication Studies (AA-T)	ENGL 110	Composition, Literature, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources are not credited for all sources.)	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	17
Program - Communication Studies (AA-T)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Communication Studies (AA-T)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Communication Studies (AA-T)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Communication Studies (AA-T)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Communication Studies (AA-T)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental analysis.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and contemporary contexts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (AA-T)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary contexts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines.	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication.	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Program - Communication Studies (CS)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36

Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	84
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	81
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3		Achieved Goal	36	36
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	73
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6		Achieved Goal	36	36
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	72
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1		Achieved Goal	36	36
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review		Achieved Goal	90	81
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Communication Studies (CS)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	80
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 1	Exhibit effective problem-solving communication skills	2016 - 2017 (Spring)	Assignment/Project	3.4		Achieved Goal	20	20
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 2	Demonstrate the ability to discover, critically evaluate and accurately report information	2016 - 2017 (Spring)	Assignment/Project	3.6		Achieved Goal	20	20
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 3	Engage in sound reasoning to reach a well-reasoned decision	2016 - 2017 (Spring)	Assignment/Project	3.4		Achieved Goal	20	20
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 4	Organize presentations effectively	2016 - 2017 (Spring)	Essay	3.1		Achieved Goal	20	18
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 5	Demonstrate ability to effectively prepare for and deliver presentations within small group settings	2016 - 2017 (Spring)	Presentation/Performance	3.3		Achieved Goal	20	18
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 7	Demonstrate effective listening skills in various settings	2016 - 2017 (Spring)	Essay	3.5		Achieved Goal	20	18
Program - Communication Studies (CS)	COMM 140	Small Group Communication	SLO 8	Adapt communication strategies to fit the audience and situation; and present their views with persuasive communication using various models of communication	2016 - 2017 (Spring)	Presentation/Performance	3.4		Achieved Goal	20	18
Program - Communication Studies (CS)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4		Achieved Goal	10	10
Program - Communication Studies (CS)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3		Achieved Goal	36	35
Program - Communication Studies (CS)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2016 - 2017 (Spring)	Essay	4		Achieved Goal	10	10
Program - Communication Studies (CS)	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination and ethnocentrism	2016 - 2017 (Spring)	Exam	4		Achieved Goal	10	10
Program - Communication Studies (CS)	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discrimination	2016 - 2017 (Spring)	Assignment/Project	3.7		Achieved Goal	10	10
Program - Communication Studies (CS)	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8		Achieved Goal	10	10
Program - Communication Studies (CS)	COMM 170	Oral Interpretation I	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2016 - 2017 (Spring)	Exam	2.1		Achieved Goal	10	8
Program - Communication Studies (CS)	COMM 170	Oral Interpretation I	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the	2016 - 2017 (Spring)	Presentation/Performance	2.9		Achieved Goal	10	9
Program - Communication Studies (CS)	COMM 170	Oral Interpretation I	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2016 - 2017 (Spring)	Presentation/Performance	2.6		Achieved Goal	10	9
Program - Communication Studies (CS)	COMM 170	Oral Interpretation I	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2016 - 2017 (Spring)	Presentation/Performance	2.6		Achieved Goal	10	8

Program - Communication Studies (CS)	COMM 170	Oral Interpretation I	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2016 - 2017 (Spring)	Essay	2.6	Achieved Goal	10	7
Program - Comprehensive Pilates Instructor (CS)	FITN 335.1	Pilates I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	46	44 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.1	Pilates I	SLO 2	Demonstrate knowledge of various exercises applicable to the study and practice of Pilates at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises applicable to the study and practice of Pilates.	Achieved Goal	46	46 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.2	Pilates II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.2	Pilates II	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of intermediate Pilates.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.3	Pilates III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.3	Pilates III	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Comprehensive Pilates Instructor (CS)	KINE 126	Pilates Reformer Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students achieved this SLO. No steps needed for improvement at this time.
Program - Comprehensive Pilates Instructor (CS)	KINE 126	Pilates Reformer Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Reformer Exercises.	2016 - 2017 (Spring)	Assignment/Project	All students demonstrated skill and knowledge of the Pilates Reformer Exercises on exams, during lab practice, and during final practical teaching exam	Achieved Goal	20	20 100% of students achieved this SLO. No "next steps" needed.
Program - Comprehensive Pilates Instructor (CS)	KINE 126	Pilates Reformer Instructor Training	SLO 3	Plan a safe and effective Pilates Reformer class.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students passed their practical teaching exam demonstrating successful achievement in planning and teaching a safe and effective Pilates Reformer class. No adjustments needed in teaching methods and assignments at this time.
Program - Comprehensive Pilates Instructor (CS)	KINE 127	Pilates Apparatus Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Fall)	Presentation/Performance	100% of students demonstrated proper equipment set up during their practical teaching exams.	Achieved Goal	25	25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well.
Program - Comprehensive Pilates Instructor (CS)	KINE 127	Pilates Apparatus Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Apparatus Exercises.	2016 - 2017 (Fall)	Presentation/Performance	100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on paper exams.	Achieved Goal	25	25 Methods of instruction are achieving positive results.
Program - Comprehensive Pilates Instructor (CS)	KINE 127	Pilates Apparatus Instructor Training	SLO 3	Plan and teach a safe and effective Pilates Apparatus class.	2016 - 2017 (Fall)	Exam	100% of students demonstrated proper equipment set up during their practical teaching exams.	Achieved Goal	25	25 All methods of instruction appear to be effective.
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling, I/O, GUI, and event	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language (UML) notation	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy

Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement Stack abstract data type using OOP techniques. Out of 34 students 30 were successful.	Achieved Goal	34	30
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	89.2% of students completed the assignment (Assignmentmet 1) correctly.	Achieved Goal	37	33 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Fall)	Exam	Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were successful	Achieved Goal	33	30
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Spring)	Assignment/Project	88.6% of students completed the assignment (Assignmentmet 2) correctly.	Achieved Goal	35	31 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics;	2016 - 2017 (Fall)	Assignment/Project	Students determined the trade-offs between dynamic and static implementation of an ADT All students were able to accomplish this task	Achieved Goal	30	30
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics;	2016 - 2017 (Spring)	Assignment/Project	93.78% of students completed the assignment (Assignmentmet 3) correctly.	Achieved Goal	32	30 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Students via an assignment were tested on Asymptotic Analysis of Algorithm. All students shown mastery of topic.	Achieved Goal	30	30
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	93.54% of students answered midterm exam question correctly	Achieved Goal	31	29 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Students via a project were tested on implementing ADT using static and dynamic storage. 27 out of 30 students shown mastery of the topic	Achieved Goal	30	27
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentmet 4) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Exam	Different type of data were given to students and were asked to choose sorting algorithm that performs the best. 26 students out of 30 students were able to successfully select the correct sorting	Achieved Goal	30	26
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentmet 5) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement lists using array and singly and doubly linked lists. The recursive preorder traversal of trees were implemented too. Out of 30 students 25 were accomplished the task.	Achieved Goal	30	25
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentmet 6) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Students implemented B-Tree in order to learn a robust solution to storage, retrieval and updating of large data. Out of 30 students 27 were successful	Achieved Goal	30	27
Program - Computer and Information Science (AS)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Spring)	Exam	100% of students answered final exam question correctly.	Achieved Goal	29	29 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignmentmet 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignmentmet 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentmet 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students, 11 were successful	Achieved Goal	12	11
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentmet 4) correctly.	Achieved Goal	25	23 Continue with current strategy

Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were able to relate. This score should be	Achieved Goal	12	8
Program - Computer and Information Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Project 1 supports SLO 1.	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Assignment 1 was a good refresher and lead-in to the course material.	Achieved Goal	28	26 One of the students who did not succeed failed the course in Fall.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Fall)	Assignment/Project	Project 2 supports SLO 2.	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Spring)	Exam	SLO satisfied. The rigor of exam 1 prepared students for what to expect in the course exams.	Achieved Goal	33	31 Test goals accomplished.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics ;	2016 - 2017 (Fall)	Exam	Quiz 2 supports SLO 3.	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics ;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Dynamic memory allocation proved to be a challenging concept for many students.	Achieved Goal	27	25 Graded project assignment with feedback to students.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Midterm exam supports SLO 4	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Project 3 supports SLO 5	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students were given an application specification requiring ADT implementation of both storage	Achieved Goal	25	21 Extensive forum discussions to help students complete this project.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Assignment/Project	Project 5 supports SLO 6.	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Course lecture notes and quizzes well prepared students for this topic assessment.	Achieved Goal	28	28 Graded project assignment with feedback to students.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Exam	Quiz 6 supports SLO 7.	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a word index application that can be used to create a table of contents.	Achieved Goal	22	20 Graded project assignment with feedback to students.
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Fall)	Assignment/Project	Project 4 supports SLO 8.	Achieved Goal	29	25
Program - Computer and Information Science (AS)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large	2016 - 2017 (Spring)	Exam	SLO satisfied. Quizzes and exam questions assessed students understanding of design and test for big data.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - Computer and Information Science (AS)	ENGL 100	Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of their own	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	30
Program - Computer and Information Science (AS)	ENGL 100	Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see uploads	Achieved Goal	41	31
Program - Computer and Information Science (AS)	ENGL 100	Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and correct	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	28
Program - Computer and Information Science (AS)	ENGL 100	Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	33

Program - Computer and Information Science (AS)	ENGL 100	Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines.	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	32
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	13	13 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students submitted the assignment. and completed the assignment correctly 88.8% of students met the criterion 3/24/17	Achieved Goal	18	16 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Fall)	Exam	All students taking the exam answered the question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Spring)	Exam	21 out of 21 students answered this correctly on the midterm exam 100% of the students met the criterion 3/10/17	Achieved Goal	21	21 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO/	Achieved Goal	8	8 Continue with the current strategy.
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Spring)	Assignment/Project	12 out of 13 students completed the assignment correctly 92.3% of the students met the criterion 5/12/17	Achieved Goal	13	12 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	8	8 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the program 100% of the students met the criterion. 5/26/17	Achieved Goal	13	12 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Fall)	Exam	All students answered exam question correctly.	Achieved Goal	9	9 Continue with current strategy.
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Spring)	Assignment/Project	14 out of 14 students answered the question correctly 100% of the students met the criterion 5/26/17	Achieved Goal	14	14 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project achieved the SLO.	Achieved Goal	8	8 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the assignment 100% of the students met the criterion 5/19/17	Achieved Goal	13	13 Continue with the current strategy
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 (Summer)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	31	30
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	20 Active student engagement resulted in a fun and satisfying project completion.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	19 Active student engagement resulted in a fun and satisfying project completion.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a web crawler to search and quantify target search data from the National Academy of Science public domain webpage.	Achieved Goal	25	25 Active student engagement resulted in a fun and satisfying project completion. This project is practical application that students engage in with a lot of enthusiasm. Providing additional insights to students as to the workplace utility of this base skillset can be added in future course renditions.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 (Summer)	Assignment/Project	Projects 1, 2, 3 support SLO 2.	Achieved Goal	31	30
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	20	20 Early Python learning laid down the foundation to expand into more advanced Python solutions.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	20	19 Early Python learning laid down the foundation to expand into this more advanced Python solution.

Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	27	27 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 3.	Achieved Goal	31	30
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	21	21 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	20	19 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	27	26 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. This project uses a wish list email message - students tend to really enjoy the user interaction of this object model.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 (Summer)	Assignment/Project	Project 5 supports SLO 4.	Achieved Goal	31	30
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 - 2017 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Fall)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	19	19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 5.	Achieved Goal	31	30
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	17	16 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 (Summer)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	53	35 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	20	20 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students created, updated and queried an SQLITE3 database to generate a statistical report.	Achieved Goal	26	25 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 6.	Achieved Goal	31	30
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students are well on their way to continue Web Programming Development and Design for large scale projects.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 OVERALL: Comments: Discussed with Professor Melissa Green measures to better screen for student readiness for this course effective Winter '18. Both a background questionnaire and an early programming skills evaluation test will be conducted.

Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students designed and developed their first django powered web application.
Program - Computer Science Applications and Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	24	24 Students designed and developed their first django powered web application.
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 1	Describe the functions of an operating system.	2016 - 2017 (Spring)	Exam	Only covered very basic functions for general OS; this class concentrates on only the UNIX and Linux systems.	Achieved Goal	18	16
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 2	Employ common UNIX shell features including I/O redirection, piping, command substitution, and simple job control	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 3	Explain shell-specific facilities including the use of environmental and local variables, and the built-in programming language	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 4	Analyze problems and design UNIX solutions using shell command files and scripts.	2016 - 2017 (Spring)	Assignment/Project	They write real scripts as assignments	Achieved Goal	18	16
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 5	Describe how UNIX supports processes, memory management, input/output, and the file system.	2016 - 2017 (Spring)		This should be taken out of objectives, it is more computer science than practical knowledge.	Inconclusive	18	0 This was not a real goal of this class
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 6	Set up a UNIX or Linux environment.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 7	Use common and advanced UNIX utilities.	2016 - 2017 (Spring)	Exam	advanced: sed, vi, awk, regular expressions	Achieved Goal	18	16
Program - Computer Science Applications and Development (AS)	CIS 121	UNIX/Linux	SLO 8	Describe the main UNIX system administration tasks.	2016 - 2017 (Spring)	Assignment/Project	We talk about admin tasks, but don't have resources or time to do much practice with them. We do admin tools more than tasks.	Achieved Goal	5	4 Goal is weak, not enough time to test this well
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2016 - 2017 (Spring)	Essay	Students were able to research recent articles about the growth of using mobile devices to access the WWW	Achieved Goal	12	10 Possibility of converting this assignment into creation of a web page where students will even include images, links, etc.
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2017 - 2018 (Spring)	Essay	Students researched and found articles about the growth of mobile technology and the growth in using mobile devices	Achieved Goal	18	17 This research will continue as it helps students realize the importance and impact of mobile devices when developing web apps
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2016 - 2017 (Spring)	Assignment/Project	Most students were able to use RWD (Responsive Web Design) technique on an existing website	Achieved Goal	12	9 This project, for this SLO will continue as is
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2017 - 2018 (Spring)	Assignment/Project	A website requiring the use of RWD technique to make it responsive for mobile devices. Nice solutions presented even using grid or flexbox	Achieved Goal	18	12 It might be interesting to offer two different websites and the student will choose one to work with and apply the RWD technique
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2016 - 2017 (Spring)	Assignment/Project	Students were able to use jQuery Mobile to build a web app for a toy store	Achieved Goal	12	10 This assignment will be modified so students can choose from one of 3 presented frameworks to create the web app
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2017 - 2018 (Spring)	Assignment/Project	Use of jQuery Mobile, or Bootstrap, or Ionic to create web applications - with some extra credit included that most students tried to accomplish	Achieved Goal	18	13 It's possible to think about a web app that instead of toys, could show professors of a college and/or lecturers of an event
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2016 - 2017 (Spring)	Assignment/Project	Students applied @media queries in a Responsive Web Design (RWD) website	Achieved Goal	12	9 In regards to @media query, some questions were also included in the final exam
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2017 - 2018 (Spring)	Assignment/Project	Achieved in the RWD exercise - Homework 2	Achieved Goal	18	12 Same observation as in SLO #2
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2016 - 2017 (Spring)	Assignment/Project	Students continued the jQuery Mobile app finished on 4/18 and added the cache manifest to one of the pages	Achieved Goal	12	10 Students will be required to use service worker as well because cache manifest is becoming deprecated
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2017 - 2018 (Spring)	Assignment/Project	Instead of cache manifest, currently we are using service workers - it would be	Achieved Goal	18	13 It would be better to change that SLO to be: "apply technique to make applications available offline" as cache manifest is currently deprecated
Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap	2016 - 2017 (Spring)	Assignment/Project	Students developed a small app using Intel XDK tool and package the app for Android that was then installed in an Android device	Achieved Goal	12	9 Future students will use Intel XDK to code the app but will need to use PhoneGap Build to build the package to be installed in device

Program - Computer Science Applications and Development (AS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2017 - 2018 (Spring)	Assignment/Project	Students created a hybrid app using PhoneGap Build and I was able to install the app in my Android phone	Achieved Goal	18	9 This assignment showed to be a little bit harder for students - more time will be given for students to "digest" the information and be able to achieve the goal
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 1	Create and assure the quality of a suitable data model for a given application.	2016 - 2017 (Fall)		Mapping Entity-Relationship Model into relational Schema, using ERD and UML One HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 15 students participated and average grade was 70%	Achieved Goal	17	15
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 2	Use normalization to transform a relational schema into a set of normalized relations (3NF).	2016 - 2017 (Fall)		Third Normal Form, Boyce-Codd Normal Form and Fourth Normal Form Two HW assignments, 16 out of 17 students participated. Grade performance was 70%	Achieved Goal	17	15
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 3	Use SQL for database creation, manipulation and control.	2016 - 2017 (Fall)		Four SQL assignments and two Relational Algebra assignments dealing with a wide range of queries and SQL features. Relational Algebra assignments: 16 students participated and the average performance was 85% Introductory SQL assignment: 16 students participated and average performance was 80% Intermediate SQL assignment: 16 students participated and their average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%.	Achieved Goal	17	15
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 4	Employ data storage and indexing options and perform query optimization.	2016 - 2017 (Fall)		Not addressed.	Did Not Achieve Goal	0	0
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 5	Perform basic database administration tasks.	2016 - 2017 (Fall)		One HW assignment, 15 out of 17 students participated. Grade performance was 80%	Achieved Goal	17	15
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 6	Employ XML technologies to query, manipulate and transform data.	2016 - 2017 (Fall)		Briefly mentioned. CIS 379 covers this subject in detail.	Inconclusive	0	0
Program - Computer Science Applications and Development (AS)	CIS 132	Introduction to Databases	SLO 7	Develop NoSQL desktop and cloud database solutions.	2016 - 2017 (Fall)		Not addressed, CIS 133 covers this subject detail.	Did Not Achieve Goal	0	0
Program - Computer Science Applications and Development (AS)	CIS 135	Android Programming	SLO 1	Explain the Android OS architecture.	2016 - 2017 (Spring)	Exam	100% of students answered the midterm exam question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 135	Android Programming	SLO 2	Install and use appropriate tools for Android development, including IDE, device emulator, and profiling tools.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 0).	Achieved Goal	17	17 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 135	Android Programming	SLO 3	Build user interfaces with fragments, views, form widgets, text input, lists, tables, and menus.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 5 (longevity calculator app) did it correctly.	Achieved Goal	7	7 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 135	Android Programming	SLO 4	Employ advanced UI widgets for scrolling, tabbing, and layout control.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 4 (OfficeCards app) did it correctly.	Achieved Goal	8	8 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 135	Android Programming	SLO 5	Store application data on the mobile device, in internal or external storage locations.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 7 (Employees and EmployeeList apps with database) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 135	Android Programming	SLO 6	Create an advanced mobile application employing sensors, maps, and other features.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (interactive Google maps app with markers) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 1	Demonstrate understanding of computer networking, computing models, and basic network services.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 2	Recognize and describe logical and physical network topologies in terms of the media and network hardware.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 3	Compare current network technologies in terms of speed, access method, operation, topology, and media.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 4	Define the layers of the OSI model and identify the protocols, and services associated with each layer.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 5	Identify the purpose, features, and functions of current common network hardware and the OSI layer with which each is associated.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15

Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 6	Explain the operation principles of current common network hardware devices	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 7	Describe current common protocols in terms of their function, routing, addressing schemes, interoperability, and naming conventions	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 151	Networks and Digital Communication	SLO 8	Describe common network administration activities.	2016 - 2017 (Fall)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Fall)	Exam	Test question Students must trace program code and give expected output with an explanation of code behavior.	Achieved Goal	27	26 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Fall)	Other	Lab 8: Box class toString method inherited from Object class. Nearly all students succeeded in achieving SLO.	Achieved Goal	17	16 Continue with current strategy.
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (Ebook and EbookLibrary app) did it correctly.	Achieved Goal	21	21 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2016 - 2017 (Fall)	Assignment/Project	Assignment 4 Nearly all students achieved this SLO	Achieved Goal	19	18 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 4) correctly.	Achieved Goal	25	25 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Fall)	Exam	Exam question	Achieved Goal	27	26 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Fall)	Assignment/Project	Assignment 6 All students submitting assignment met SLO	Achieved Goal	16	16 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 6 (rainfall app) did it correctly.	Achieved Goal	23	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Fall)	Assignment/Project	Lab 8 Box class - The majority of students met the SLO	Achieved Goal	17	15 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 8 Box class) did it correctly.	Achieved Goal	17	17 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Fall)	Assignment/Project	Lab 2 - Use Bicycle class in test program. All students met SLO	Achieved Goal	26	26 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Spring)	Assignment/Project	95.7% of students completing lab 2 (BicycleTest program) did it correctly.	Achieved Goal	23	22 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Fall)	Exam	Create class with static and instance variables and methods. Nearly all students met SLO	Achieved Goal	17	16 Continue with the current strategy.
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Fall)	Exam	Nearly all students answered this correctly and achieved SLO.	Achieved Goal	17	16 Continue with current strategy.
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Fall)	Exam	Nearly all students achieved SLO	Achieved Goal	17	16 Continue with current strategy.
Program - Computer Science Applications and Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Spring)	Exam	91.3% of students answering the test 4 question did it correctly.	Achieved Goal	23	21 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy

Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling 1/0, GUI and event	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language (UML) notation	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and methods	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement Stack abstract data type using OOP techniques. Out of 34 students 30 were successful.	Achieved Goal	34	30
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	89.2% of students completed the assignment (Assignmentnet 1) correctly.	Achieved Goal	37	33 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Fall)	Exam	Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were successful	Achieved Goal	33	30
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Spring)	Assignment/Project	88.6% of students completed the assignment (Assignmentnet 2) correctly.	Achieved Goal	35	31 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory sacrifice	2016 - 2017 (Fall)	Assignment/Project	Students determined the trade-offs between dynamic and static implementation of an ADT All students were able to accomplish this task	Achieved Goal	30	30
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory sacrifice	2016 - 2017 (Spring)	Assignment/Project	93.78% of students completed the assignment (Assignmentnet 3) correctly.	Achieved Goal	32	30 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Students via an assignment were tested on Asymptotic Analysis of Algorithm. All students shown mastery of topic.	Achieved Goal	30	30
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	93.54% of students answered midterm exam question correctly	Achieved Goal	31	29 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Students via a project were tested on implementing ADT using static and dynamic storage: 27 out of 30 students shown mastery of the topic	Achieved Goal	30	27
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentnet 4) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Exam	Different type of data were given to students and were asked to choose sorting algorithm that performs the best. 26 students out of 30 students were able to successfully select the correct sorting	Achieved Goal	30	26
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentnet 5) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement lists using array and singly and doubly linked lists. The recursive preorder traversal of trees were implemented too. Out of 30 students 25 were accomplished the task.	Achieved Goal	30	25
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentnet 6) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Students implemented B-Tree in order to learn a robust solution to storage, retrieval and updating of large data. Out of 30 students 27 were successful	Achieved Goal	30	27
Program - Computer Science Applications and Development (AS)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Spring)	Exam	100% of students answered final exam question correctly.	Achieved Goal	29	29 Continue with current strategy

Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignmentnet 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an <i>object-oriented design model</i>	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an <i>object-oriented design model</i>	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignmentnet 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out of 10 12 students, 11 were successful	Achieved Goal	12	11
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 4) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on <i>exception handling</i>	Achieved Goal	12	10
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize <i>is needed on this topic</i>	Achieved Goal	12	10
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 6) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were successful	Achieved Goal	12	8
Program - Computer Science Applications and Development (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Project 1 supports SLO 1.	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Assignment 1 was a good refresher and lead-in to the course material.	Achieved Goal	28	26 One of the students who did not succeed failed the course in Fall.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the <i>characteristics of the application</i> ;	2016 - 2017 (Fall)	Assignment/Project	Project 2 supports SLO 2.	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the <i>characteristics of the application</i> ;	2016 - 2017 (Spring)	Exam	SLO satisfied. The rigor of exam 1 prepared students for what to expect in the course exams.	Achieved Goal	33	31 Test goals accomplished.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware <i>speed/memory specifics</i> ;	2016 - 2017 (Fall)	Exam	Quiz 2 supports SLO 3.	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware <i>speed/memory specifics</i> ;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Dynamic memory allocation proved to be a challenging concept for many students.	Achieved Goal	27	25 Graded project assignment with feedback to students.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Midterm exam supports SLO 4	Achieved Goal	29	25

Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Project 3 supports SLO 5	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students were given an application specification requiring ADT implementation of both storage techniques	Achieved Goal	25	21 Extensive forum discussions to help students complete this project.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Assignment/Project	Project 5 supports SLO 6.	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Course lecture notes and quizzes well prepared students for this topic assessment.	Achieved Goal	28	28 Graded project assignment with feedback to students.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Exam	Quiz 6 supports SLO 7.	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a word index application that can be used to create a table of contents.	Achieved Goal	22	20 Graded project assignment with feedback to students.
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Project 4 supports SLO 8.	Achieved Goal	29	25
Program - Computer Science Applications and Development (AS)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Spring)	Exam	SLO satisfied. Quizzes and exam questions assessed students understanding of design and test for big data.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - Computer Science Applications and Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 1	Design and construct MySQL databases of moderate complexity	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Final Exam: average grade performance was 69%	Achieved Goal	12	8
Program - Computer Science Applications and Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 2	Use SQL commands to create tables and to query, update, and drop them	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance was 80%	Achieved Goal	12	8
Program - Computer Science Applications and Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 3	Explain the relational model and theory of normalization	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance was 69%	Achieved Goal	12	8
Program - Computer Science Applications and Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 4	Create stored procedures, functions, and triggers	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: average grade performance was 75%	Achieved Goal	12	8
Program - Computer Science Applications and Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 5	Administer a MySQL database, with ability to backup, recover, and protect data	2016 (Summer)	Exam	NOTE: Fall 2015 This SLO was not addressed directly	Inconclusive	0	0
Program - Computer Science Applications and Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 6	Develop an advanced project using MySQL with Java or PHP and callable statements	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: 17 students participated and average grade performance was 87%	Achieved Goal	12	8
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	NOTE: Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	NOTE: Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	NOTE: Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I want't able to tell if they could do this or not

Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I want to be able to tell if they could do this or not
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I want to be able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I want to be able to tell if they could do this or not
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Program - Computer Science Applications and Development (CA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I want to be able to tell if they could do this or not
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	13	13 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students submitted the assignment. and completed the assignment correctly 88.8% of students met the criterion 3/24/17	Achieved Goal	18	16 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Fall)	Exam	All students taking the exam answered the question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Spring)	Exam	21 out of 21 students answered this correctly on the midterm exam 100% of the students met the criterion 2/19/17	Achieved Goal	21	21 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO/	Achieved Goal	8	8 Continue with the current strategy.
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Spring)	Assignment/Project	12 out of 13 students completed the assignment correctly 92.3% of the students met the criterion 5/12/17	Achieved Goal	13	12 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	8	8 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the program 100% of the students met the criterion. 5/26/17	Achieved Goal	13	12 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Fall)	Exam	All students answered exam question correctly.	Achieved Goal	9	9 Continue with current strategy.
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Spring)	Assignment/Project	14 out of 14 students answered the question correctly 100% of the students met the criterion 5/26/17	Achieved Goal	14	14 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project achieved the SLO.	Achieved Goal	8	8 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the assignment 100% of the students met the criterion 5/19/17	Achieved Goal	13	13 Continue with the current strategy
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 (Summer)	Assignment/Project	Project 4 supports SLO 1	Achieved Goal	31	30

Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	20 Active student engagement resulted in a fun and satisfying project completion.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	19 Active student engagement resulted in a fun and satisfying project completion.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a web crawler to search and quantify target search data from the National Academy of Science public domain webpage.	Achieved Goal	25	25 Active student engagement resulted in a fun and satisfying project completion. This project is practical application that students engage in with a lot of enthusiasm. Providing additional insights to students as to the workplace utility of this base skillset can be added in future course renditions.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 (Summer)	Assignment/Project	Projects 1, 2, 3 support SLO 2.	Achieved Goal	31	30
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	20	20 Early Python learning laid down the foundation to expand into more advanced Python solutions.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	20	19 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	27	27 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 3.	Achieved Goal	31	30
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	21	21 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	20	19 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	27	26 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. This project uses a wish list email message - students tend to really enjoy the user interaction of this object model.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 (Summer)	Assignment/Project	Project 5 supports SLO 4.	Achieved Goal	31	30
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 - 2017 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Fall)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	19	19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 5.	Achieved Goal	31	30
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	17	16 Some students were totally new to the concepts of database design. This topic opened new horizons.

Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 (Summer)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	53	35 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	20	20 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students created, updated and queried an SQLITE3 database to generate a statistical report.	Achieved Goal	26	25 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 6.	Achieved Goal	31	30
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students are well on their way to continue Web Programming Development and Design for large scale projects.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 OVERALL: Comments: Discussed with Professor Melissa Green measures to better screen for student readiness for this course effective Winter '18. Both a background questionnaire and an early programming skills evaluation test will be conducted.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students designed and developed their first django powered web application.
Program - Computer Science Applications and Development (CA)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	24	24 Students designed and developed their first django powered web application.
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 1	Describe the functions of an operating system.	2016 - 2017 (Spring)	Exam	Only covered very basic functions for general OS; this class concentrates on only the UNIX and Linux systems.	Achieved Goal	18	16
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 2	Employ common UNIX shell features including I/O redirection, piping, command substitution, and simple job control	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 3	Explain shell-specific facilities including the use of environmental and local variables, and the built-in programming language	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 4	Analyze problems and design UNIX solutions using shell command files and scripts.	2016 - 2017 (Spring)	Assignment/Project	They write real scripts as assignments	Achieved Goal	18	16
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 5	Describe how UNIX supports processes, memory management, input/output, and the file system.	2016 - 2017 (Spring)		This should be taken out of objectives, it is more computer science than practical knowledge.	Inconclusive		0 This was not a real goal of this class
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 6	Set up a UNIX or Linux environment.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 7	Use common and advanced UNIX utilities.	2016 - 2017 (Spring)	Exam	advanced: sed, vi, awk, regular expressions	Achieved Goal	18	16
Program - Computer Science Applications and Development (CA)	CIS 121	UNIX/Linux	SLO 8	Describe the main UNIX system administration tasks.	2016 - 2017 (Spring)	Assignment/Project	We talk about admin tasks, but don't have resources or time to do much practice with them. We do admin tools more than tasks.	Achieved Goal	5	4 Goal is weak, not enough time to test this well
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2016 - 2017 (Spring)	Essay	Students were able to research recent articles about the growth of using mobile devices to access the WWW	Achieved Goal	12	10 Possibility of converting this assignment into creation of a web page where students will even include images, links, etc.
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2017 - 2018 (Spring)	Essay	Students researched and found articles about the growth of mobile technology and the growth in using mobile devices	Achieved Goal	18	17 This research will continue as it helps students realize the importance and impact of mobile devices when developing web apps
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2016 - 2017 (Spring)	Assignment/Project	Most students were able to use RWD (Responsive Web Design) technique on an existing website	Achieved Goal	12	9 This project, for this SLO will continue as is
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2017 - 2018 (Spring)	Assignment/Project	A website requiring the use of RWD technique to make it responsive for mobile devices. Nice solutions presented even using grid or flexbox	Achieved Goal	18	12 It might be interesting to offer two different websites and the student will choose one to work with and apply the RWD technique

Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2016 - 2017 (Spring)	Assignment/Project	Students were able to use jQuery Mobile to build a web app for a toy store	Achieved Goal	12	10 This assignment will be modified so students can choose from one of 3 presented frameworks to create the web app
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2017 - 2018 (Spring)	Assignment/Project	Use of jQuery Mobile, or Bootstrap, or Ionic to create web applications - with some extra credit included that most students tried to accomplish	Achieved Goal	18	13 It's possible to think about a web app that instead of toys, could show professors of a college and/or lecturers of an event
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2016 - 2017 (Spring)	Assignment/Project	Students applied @media queries in a Responsive Web Design (RWD) website	Achieved Goal	12	9 In regards to @media query, some questions were also included in the final exam
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2017 - 2018 (Spring)	Assignment/Project	Achieved in the RWD exercise - Homework 2	Achieved Goal	18	12 Same observation as in SLO #2
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2016 - 2017 (Spring)	Assignment/Project	Students continued the jQuery Mobile app finished on 4/18 and added the cache manifest to one of the pages	Achieved Goal	12	10 Students will be required to use service worker as well because cache manifest is becoming deprecated
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2017 - 2018 (Spring)	Assignment/Project	Instead of cache manifest, currently we are using service workers - it would be	Achieved Goal	18	13 It would be better to change that SLO to be: "apply technique to make applications available offline" as cache manifest is currently deprecated
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap	2016 - 2017 (Spring)	Assignment/Project	Students developed a small app using Intel XDK tool and package the app for Android that was then installed in an Android device	Achieved Goal	12	9 Future students will use Intel XDK to code the app but will need to use PhoneGap Build to build the package to be installed in device
Program - Computer Science Applications and Development (CA)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2017 - 2018 (Spring)	Assignment/Project	Students created a hybrid app using PhoneGap Build and I was able to install the app in my Android phone	Achieved Goal	18	9 This assignment showed to be a little bit harder for students - more time will be given for students to "digest" the information and be able to achieve the goal
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 1	Create and assure the quality of a suitable data model for a given application.	2016 - 2017 (Fall)		Mapping Entity-Relationship Model into relational Schema, using ERD and UML One HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 15 students participated and	Achieved Goal	17	15
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 2	Use normalization to transform a relational schema into a set of normalized relations (3NF).	2016 - 2017 (Fall)		Third Normal Form, Boyce-Codd Normal Form and Fourth Normal Form Two HW assignments, 16 out of 17 students participated. Grade performance was 70%	Achieved Goal	17	15
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 3	Use SQL for database creation, manipulation and control.	2016 - 2017 (Fall)		Four SQL assignments and two Relational Algebra assignments dealing with a wide range of queries and SQL features. Relational Algebra assignments: 16 students participated and the average performance was 85% Introductory SQL assignment: 16 students participated and average performance was 80% Intermediate SQL assignment: 16 students participated and their average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%.	Achieved Goal	17	15
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 4	Employ data storage and indexing options and perform query optimization.	2016 - 2017 (Fall)		Not addressed.	Did Not Achieve Goal	0	0
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 5	Perform basic database administration tasks.	2016 - 2017 (Fall)		One HW assignment, 15 out of 17 students participated. Grade performance was 80%	Achieved Goal	17	15
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 6	Employ XML technologies to query, manipulate and transform data.	2016 - 2017 (Fall)		Briefly mentioned. CIS 379 covers this subject in detail.	Inconclusive	0	0
Program - Computer Science Applications and Development (CA)	CIS 132	Introduction to Databases	SLO 7	Develop NoSQL desktop and cloud database solutions.	2016 - 2017 (Fall)		Not addressed, CIS 133 covers this subject detail.	Did Not Achieve Goal	0	0
Program - Computer Science Applications and Development (CA)	CIS 135	Android Programming	SLO 1	Explain the Android OS architecture.	2016 - 2017 (Spring)	Exam	100% of students answered the midterm exam question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 135	Android Programming	SLO 2	Install and use appropriate tools for Android development, including IDE, device emulator, and profiling tools.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 0).	Achieved Goal	17	17 Continue with current strategy

Program - Computer Science Applications and Development (CA)	CIS 135	Android Programming	SLO 3	Build user interfaces with fragments, views, form widgets, text input, lists, tables, and menus.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 5 (longevity calculator app) did it correctly.	Achieved Goal	7	7 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 135	Android Programming	SLO 4	Employ advanced UI widgets for scrolling, tabbing, and layout control.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 4 (OfficeCards app) did it correctly.	Achieved Goal	8	8 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 135	Android Programming	SLO 5	Store application data on the mobile device, in internal or external storage locations.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 7 (Employees and EmployeeList apps with database) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 135	Android Programming	SLO 6	Create an advanced mobile application employing sensors, maps, and other features.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (interactive Google maps app with markers) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 1	Demonstrate understanding of computer networking, computing models, and basic network services.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 2	Recognize and describe logical and physical network topologies in terms of the media and network hardware.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 3	Compare current network technologies in terms of speed, access method, operation, topology, and media	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 4	Define the layers of the OSI model and identify the protocols, and services associated with each layer.	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 5	Identify the purpose, features, and functions of current common network hardware and the OSI layer with which each is associated	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 6	Explain the operation principles of current common network hardware devices	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 7	Describe current common protocols in terms of their function, routing, addressing schemes, interoperability, and naming conventions	2016 - 2017 (Spring)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 151	Networks and Digital Communication	SLO 8	Describe common network administration activities.	2016 - 2017 (Fall)	Assignment/Project	100% succeeded	Achieved Goal	15	15
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Fall)	Exam	Test question Students must trace program code and give expected output with an explanation of code behavior.	Achieved Goal	27	26 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Fall)	Other	Lab 8: Box class toString method inherited from Object class. Nearly all students succeeded in achieving SLO.	Achieved Goal	17	16 Continue with current strategy.
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (Ebook and EbookLibrary app) did it correctly.	Achieved Goal	21	21 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2016 - 2017 (Fall)	Assignment/Project	Assignment 4 Nearly all students achieved this SLO	Achieved Goal	19	18 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iterative control structures	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 4) correctly.	Achieved Goal	25	25 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Fall)	Exam	Exam question	Achieved Goal	27	26 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Fall)	Assignment/Project	Assignment 6 All students submitting assignment met SLO	Achieved Goal	16	16 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 6 (rainfall app) did it correctly.	Achieved Goal	23	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Fall)	Assignment/Project	Lab 8 Box class - The majority of students met the SLO	Achieved Goal	17	15 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 8 Box class) did it correctly.	Achieved Goal	17	17 Continue with current strategy

Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Fall)	Assignment/Project	Lab 2 - Use Bicycle class in test program. All students met SLO	Achieved Goal	26	26	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Spring)	Assignment/Project	95.7% of students completing lab 2 (BicycleTest program) did it correctly.	Achieved Goal	23	22	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Fall)	Exam	Create class with static and instance variables and methods. Nearly all students met SLO	Achieved Goal	17	16	Continue with the current strategy.
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Fall)	Exam	Nearly all students answered this correctly and achieved SLO.	Achieved Goal	17	16	Continue with current strategy.
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Fall)	Exam	Nearly all students achieved SLO	Achieved Goal	17	16	Continue with current strategy.
Program - Computer Science Applications and Development (CA)	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Spring)	Exam	91.3% of students answering the test 4 question did it correctly.	Achieved Goal	23	21	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling I/O files and event	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language (UML) notation	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and methods	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement Stack abstract data type using OOP techniques. Out of 34 students 30 were successful.	Achieved Goal	34	30	
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	89.2.% of students completed the assignment (Assignment 1) correctly.	Achieved Goal	37	33	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application.	2016 - 2017 (Fall)	Exam	Students were asked to find the most appropriate sorting algorithm for a given problem. Out of 33 students 30 were successful.	Achieved Goal	33	30	
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application.	2016 - 2017 (Spring)	Assignment/Project	88.6% of students completed the assignment (Assignment 2) correctly.	Achieved Goal	35	31	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware <i>space/memory specific</i> .	2016 - 2017 (Fall)	Assignment/Project	Students determined the trade-offs between dynamic and static implementation of an ADT All students were able to accomplish this task	Achieved Goal	30	30	
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware <i>space/memory specific</i> .	2016 - 2017 (Spring)	Assignment/Project	93.78% of students completed the assignment (Assignment 3) correctly.	Achieved Goal	32	30	Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Students via an assignment were tested on Asymptotic Analysis of Algorithm. All students shown mastery of topic.	Achieved Goal	30	30	

Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	93.54% of students answered midterm exam question correctly	Achieved Goal	31	29 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Students via a project were tested on implementing ADT using static and dynamic storage. 27 out of 30 students shown mastery of the topic	Achieved Goal	30	27
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignment 4) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Exam	Different type of data were given to students and were asked to choose sorting algorithm that performs the best. 26 students out of 30 students were able to	Achieved Goal	30	26
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement lists using array and singly and doubly linked lists. The recursive preorder traversal of trees were implemented too. Out of 30 students 25 were accomplished the task.	Achieved Goal	30	25
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Students implemented B-Tree in order to learn a robust solution to storage, retrieval and updating of large data. Out of 30 students 27 were successful	Achieved Goal	30	27
Program - Computer Science Applications and Development (CA)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Spring)	Exam	100% of students answered final exam question correctly.	Achieved Goal	29	29 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignment 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignment 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students, 11 were successful	Achieved Goal	12	11
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 4) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	25	23 Continue with current strategy

Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were able to relate. This score should be 92% of students answered final exam question correctly.	Achieved Goal	12	8
Program - Computer Science Applications and Development (CA)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam		Achieved Goal	25	23 Continue with current strategy
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Fall)	Assignment/Project	Project 1 supports SLO 1.	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 1	Apply object-oriented techniques to the implementation of abstract data types;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Assignment 1 was a good refresher and lead-in to the course material.	Achieved Goal	28	26 One of the students who did not succeed failed the course in Fall.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Fall)	Assignment/Project	Project 2 supports SLO 2.	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application;	2016 - 2017 (Spring)	Exam	SLO satisfied. The rigor of exam 1 prepared students for what to expect in the course exams.	Achieved Goal	33	31 Test goals accomplished.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics;	2016 - 2017 (Fall)	Exam	Quiz 2 supports SLO 3.	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Dynamic memory allocation proved to be a challenging concept for many students.	Achieved Goal	27	25 Graded project assignment with feedback to students.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Midterm exam supports SLO 4	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Project 3 supports SLO 5	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students were given an application specification requiring ADT implementation of both storage techniques	Achieved Goal	25	21 Extensive forum discussions to help students complete this project.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Assignment/Project	Project 5 supports SLO 6.	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Course lecture notes and quizzes well prepared students for this topic assessment.	Achieved Goal	28	28 Graded project assignment with feedback to students.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Exam	Quiz 6 supports SLO 7.	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a word index application that can be used to create a table of contents.	Achieved Goal	22	20 Graded project assignment with feedback to students.
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Project 4 supports SLO 8.	Achieved Goal	29	25
Program - Computer Science Applications and Development (CA)	CIS 279	(CS2) Data Structures: C++	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Spring)	Exam	SLO satisfied. Quizzes and exam questions assessed students understanding of design and test for big data.	Achieved Goal	28	26 Exams graded with explanations provided for solutions.
Program - Computer Science Applications and Development (CA)	CIS 363	Enterprise Database Management with MySQL	SLO 1	Design and construct MySQL databases of moderate complexity	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Final Exam: average grade performance was 60%.	Achieved Goal	12	8
Program - Computer Science Applications and Development (CA)	CIS 363	Enterprise Database Management with MySQL	SLO 2	Use SQL commands to create tables and to query, update, and drop them	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance was 80%.	Achieved Goal	12	8
Program - Computer Science Applications and Development (CA)	CIS 363	Enterprise Database Management with MySQL	SLO 3	Explain the relational model and theory of normalization	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance was 60%.	Achieved Goal	12	8
Program - Computer Science Applications and Development (CA)	CIS 363	Enterprise Database Management with MySQL	SLO 4	Create stored procedures, functions, and triggers	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: average grade performance was 75%.	Achieved Goal	12	8

Program - Computer Science Applications and Development (CA)	CIS 363	Enterprise Database Management with MySQL	SLO 5	Administer a MySQL database, with ability to backup, recover, and protect data	2016 (Summer)	Exam	NOTE: Fall 2015 This SLO was not addressed directly	Inconclusive	0	0
Program - Computer Science Applications and Development (CA)	CIS 363	Enterprise Database Management with MySQL	SLO 6	Develop an advanced project using MySQL with Java or PHP and callable statements	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: 17 students participated and average grade performance was 87% 23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	12	8
Program - Computer-Aided Design (CS)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project		Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. The primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	36	30 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	21
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	36	33 Students are assessed daily on applying theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	12	10 Students are assessed daily on applying theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	23
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	36	30 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 3	Demonstrate work habits as learned during laboratory class	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	15
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 97% of the students met or exceeded the criteria.	Achieved Goal	36	27 Students are assessed via a final exam on applying theory to practical (hands on) operations, following a semester spaced series of subject matter specific skills drills, quizzes, and tests based on instructor lectures/demonstrations on discipline specific theoretical/practical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria.	Achieved Goal	12	10 Students are assessed via a final exam on applying theory to practical (hands on) operations, following a semester spaced series of subject matter specific skills drills, quizzes, and tests based on instructor lectures/demonstrations on discipline specific theoretical/practical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017
Program - Cosmetology (AA)	COSM 712	Fundamentals of Cosmetology I	SLO 4	Demonstrate and cooperate effectively in a simulated work place.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	27
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	36	33 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	12	12 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations encompassing expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 1	Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	23
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 78% of the students met or exceeded the criteria.	Achieved Goal	36	28 Students are assessed daily on applying theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are assessed by a cumulative course grade as they apply theory to practical (hands on) operations, with quizzes, tests, the opportunity for self-assessment, and individual/group assignments following instructor lectures on discipline specific theoretical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 2	Demonstrate beginning competency in all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	21
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Fall)	Assignment/Project	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 94% of the students met or exceeded the criteria.	Achieved Goal	36	34 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 3	Demonstrate work habits as learned during laboratory class	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the students met or exceeded the criteria.	Achieved Goal	12	11 Students are given daily assignment sheets with practical (hands on) operations segregated into incremental steps in order to reinforce expected methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 3	Demonstrate work habits as learned during laboratory class	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	25
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Fall)	Exam	Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 78% of the students met or exceeded the criteria.	Achieved Goal	36	28 Students are assessed via a final exam on applying theory to practical (hands on) operations, following a semester spaced series of subject matter specific skills drills, quizzes, and tests based on instructor lectures/demonstrations on discipline specific theoretical/practical subjects within a cosmetologists' scope of practice as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 4	Demonstrate and cooperate effectively in a simulated work place. (laboratory class)	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 83% of the students met or exceeded the criteria	Achieved Goal	12	10 Students are assessed via a term project on applying theory to practical (hands on) operations, as mandated by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.

Program - Cosmetology (AA)	COSM 722	Fundamentals of Cosmetology II	SLO 4	Demonstrate and cooperate effectively in a simulated work place.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	27	25
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	17	17 This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	27	27 This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	11
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 88% of the students met or exceeded the criteria.	Achieved Goal	17	15 This SLO is currently being assessed using quizzes, tests, and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 85% of the students met or exceeded the criteria.	Achieved Goal	27	23 This SLO is currently being assessed using Quiz and test preparation homework, quizzes, tests, and mock NIC exam results. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	13
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	17	17 Students are assessed daily on practical (hands on) operations with individual/group assignments and on client services performance, following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	27	27	Students are assessed daily on practical (hands on) operations with individual/group assignments and on client services performance, following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	12	
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	17	17	Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 93% or higher on their term project.	Achieved Goal	27	25	Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017
Program - Cosmetology (AA)	COSM 732	Advanced Cosmetology I	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	12	
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	21	21	This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 89% of the students met or exceeded the criteria.	Achieved Goal	27	24	This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.

Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	9
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 86% of the students met or exceeded the criteria.	Achieved Goal	21	18 This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 86% of the students met or exceeded the criteria.	Achieved Goal	27	23 This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	12
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	21	21 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	27	27 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	9

Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	21	21 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	27	27 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 742	Advanced Cosmetology II	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	13	13
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 91% of the students met or exceeded the criteria.	Achieved Goal	22	20 This SLO is currently being assessed using practical (hands on) skills drills and mock NIC exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Assignment/Project	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	19	19 This SLO is currently being assessed using practical (hands on) skills practice. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	23
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 91% of the students met or exceeded the criteria.	Achieved Goal	22	20 This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 95% of the students met or exceeded the criteria.	Achieved Goal	19	18 This SLO is currently being assessed using quiz and test preparation, quizzes, and tests. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	19
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	22	22 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	19	19 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	24
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	22	22 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017. These updates will reflect newer state testing standards as well as support discipline currency.

Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 100% or higher on their term project.	Achieved Goal	19	19	Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 746	Advanced Cosmetology III	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	25	
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criteria. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24	This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed using practical hands on skills drills. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 97% of the students met or exceeded the criteria	Achieved Goal	19	18	This SLO is currently being assessed using practical (hands on) skills drills, mock NIC exam results, and advanced client review. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 1	Demonstrate the ability to obtain 75% correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	22	

Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Fall)	Exam	Success criterion states that 75% of the students will meet or exceed this criteria. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed using quizzes and exams. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2016 - 2017 (Spring)	Exam	Success criterion states that 75% of the students will meet or exceed this criterion. In this assessment cycle 94% of the students met or exceeded the criteria.	Achieved Goal	19	15 This SLO is currently being assessed using binder checks, quizzes, tests, and mock NIC written exam results. Initial assessment indicates students are performing well. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 2	Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	22
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Fall)	Assignment/Project	A passing grade for this outcome is 75%. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed using practical hands on client operations and individual/group assignments. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.

Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results.	2016 - 2017 (Spring)	Assignment/Project	A passing grade for this outcome is a 75% grade. In this assessment cycle 90% of the students met or exceeded the criteria.	Achieved Goal	19	17 Students are assessed daily on practical (hands on) operations with individual/group assignments and by performing client services following instructor demonstrations encompassing expected advanced methodology, focusing on best practices, and adhering to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 3	Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	22
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Fall)	Assignment/Project	Term project passing criterion is 75%. In this assessment cycle 100% of the students met or exceeded the criteria.	Achieved Goal	24	24 This SLO is not assessed using the California Board of Barbering and Cosmetology licensing exam results. The Board typically runs a year behind in posting testing results which creates data that can't be correlated to actual student performance in classes being assessed. Graduated students make appointments to test which are not controlled by the cosmetology department; therefore data can only be analyzed abstractly as 'results per quarter' for the specific number of CSM Cosmetology graduated students testing during that particular quarter which does not correspond to students in this course. This SLO is currently being assessed by the results of student term makeover projects. The plan is to continue with the current strategy until curriculum and course and program SLO's can be updated to reflect restructured curriculum based on a rubric system with progressive benchmarks that will assess a range of skills within specific course curriculum and SLO's that correspond to actual aggregated data.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 4	Demonstrate work habits necessary to become and remain employed.	2016 - 2017 (Spring)	Assignment/Project	Term project passing criteria is 75%. 100% of students achieved a 97% or higher on their term project.	Achieved Goal	19	18 Students are given a term project with clearly established measurement parameters to monitor progressively advancing abilities in time management and performance of practical (hands on) operations on clients and manikins. Group and individual instruction is given in order to reinforce expected methodology, focus on best practices, and adhere to mandated guidelines as prescribed by the California Board of Barbering and Cosmetology. The plan is to continue with the current strategy until curriculum, SLO, and program updates are launched in the fall of 2017.
Program - Cosmetology (AA)	COSM 749	Advanced Cosmetology IV	SLO 4	Demonstrate work habits necessary to become and remain employed.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	25	24
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 161	Intermediate Accounting I	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	19 Students successfully met this goal.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 161	Intermediate Accounting I	SLO 2	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met the goal.	Achieved Goal	20	14 The majority of students met this objective. Going forward we will spend more time on this topic to ensure a higher percentage of students meet this objective.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 161	Intermediate Accounting I	SLO 3	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Students met this objective. Additional attention will be spent on this topic to improve understanding.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 161	Intermediate Accounting I	SLO 4	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Objective has been met.

Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 161	Intermediate Accounting I	SLO 5	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 162	Intermediate Accounting II	SLO 1	Terminology: Define commonly used terminology	2016 - 2017 (Spring)		Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 162	Intermediate Accounting II	SLO 2	Apply rules: Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 162	Intermediate Accounting II	SLO 3	Valuation: Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	19 Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 162	Intermediate Accounting II	SLO 4	Financial statements: Prepare financial statements	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	16 Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 162	Intermediate Accounting II	SLO 5	Ethics: Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Students met this objective.	Achieved Goal	20	18 Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 2	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 1	Explain the role and expectations of a fiduciary for a trust or estate	2017 - 2018 (Fall)	Exam	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 2	Demonstrate understanding of the necessary tax decisions for a decedent's estate	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	12 Although we believe this objective was met with close to 70% of the class achieving success improvements still need to be made. We plan to spend additional time in class practicing the preparation of returns and review of the theory behind the tax code.

Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 3	Describe the requirements for a trust and the major types of trusts that tax professionals will encounter	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	12	Although we believe we met the objective with close to 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 4	Demonstrate competency in preparing federal Forms 1041 and CA Form 541 for both an estate and a trust	2017 - 2018 (Fall)	Assignment/Project	Objective not met	Did Not Achieve Goal	18	9	It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 5	Explain when a reportable gift has occurred and the need for a gift tax return	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	13	Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 6	Demonstrate competency in preparing federal Form 709 for reportable gifts made by a donor	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13	Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - CPA Exam Preparation: Business Environment and Regulation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 7	Calculate additional taxes pursuant to Affordable Care Act (Obamacare)	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13	Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Dance (AA)	DANC 121.1	Modern Dance I	SLO 1	Demonstrate beginning level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	25	22	continue
Program - Dance (AA)	DANC 121.1	Modern Dance I	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	25	25	
Program - Dance (AA)	DANC 121.1	Modern Dance I	SLO 3	Critically evaluate and objectively discuss modern dance at a beginning level	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	25	21	continue
Program - Dance (AA)	DANC 121.2	Modern Dance II	SLO 1	Demonstrate intermediate level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	4	4	continue
Program - Dance (AA)	DANC 121.2	Modern Dance II	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	4	4	continue
Program - Dance (AA)	DANC 121.2	Modern Dance II	SLO 3	Critically evaluate and objectively discuss modern dance at an intermediate level	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	4	4	
Program - Dance (AA)	DANC 121.3	Modern Dance III	SLO 1	Demonstrate advanced level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	2	2	continue
Program - Dance (AA)	DANC 121.3	Modern Dance III	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	2	2	continue
Program - Dance (AA)	DANC 121.3	Modern Dance III	SLO 3	Critically evaluate and objectively discuss modern dance at an advanced level	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	2	2	continue
Program - Dance (AA)	DANC 121.4	Modern Dance IV	SLO 1	Demonstrate expert level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1	continue
Program - Dance (AA)	DANC 121.4	Modern Dance IV	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1	continue
Program - Dance (AA)	DANC 121.4	Modern Dance IV	SLO 3	Critically evaluate and objectively discuss modern dance at an expert level	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	1	1	continue
Program - Dance (AA)	DANC 130.1	Jazz Dance I	SLO 1	Demonstrate beginning level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	20	18	continue
Program - Dance (AA)	DANC 130.1	Jazz Dance I	SLO 2	Critically evaluate and objectively discuss jazz dance at the beginning level	2016 - 2017 (Spring)	Discussion	SLO met	Achieved Goal	20	18	continue
Program - Dance (AA)	DANC 130.1	Jazz Dance I	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	20	19	
Program - Dance (AA)	DANC 130.2	Jazz Dance II	SLO 1	Demonstrate intermediate level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4	continue
Program - Dance (AA)	DANC 130.2	Jazz Dance II	SLO 2	Critically evaluate and objectively discuss jazz dance at the intermediate level	2016 - 2017 (Spring)	Discussion	SLO met	Achieved Goal	4	4	continue
Program - Dance (AA)	DANC 130.2	Jazz Dance II	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the intermediate level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	4	4	continue
Program - Dance (AA)	DANC 130.3	Jazz Dance III	SLO 1	Demonstrate advanced level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1	
Program - Dance (AA)	DANC 130.3	Jazz Dance III	SLO 2	Critically evaluate and objectively discuss jazz dance at the advanced level	2016 - 2017 (Spring)	Discussion	SLO met	Inconclusive	1	1	

Program - Dance (AA)	DANC 130.3	Jazz Dance III	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the advanced level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 130.4	Jazz Dance IV	SLO 1	Demonstrate expert level Jazz footwork, gestures and movement	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 130.4	Jazz Dance IV	SLO 2	Critically evaluate and objectively discuss jazz dance at the expert level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 130.4	Jazz Dance IV	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the expert level	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 140.1	Ballet I	SLO 1	Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	15	15
Program - Dance (AA)	DANC 140.1	Ballet I	SLO 2	At the beginning level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	15	315
Program - Dance (AA)	DANC 140.1	Ballet I	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	15	15
Program - Dance (AA)	DANC 140.2	Ballet II	SLO 1	Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	3	3
Program - Dance (AA)	DANC 140.2	Ballet II	SLO 2	At the intermediate level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	3	3
Program - Dance (AA)	DANC 140.2	Ballet II	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the intermediate level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	3	3
Program - Dance (AA)	DANC 140.3	Ballet III	SLO 1	Demonstrate the movement skills necessary to execute advanced level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 140.3	Ballet III	SLO 2	At the advanced level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 140.3	Ballet III	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the advanced level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 140.4	Ballet IV	SLO 1	Demonstrate the movement skills necessary to execute expert level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 140.4	Ballet IV	SLO 2	At the expert level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 140.4	Ballet IV	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the expert level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 151.1	Social Dance I	SLO 1	Execute the basics and several variations in Swing, Waltz, Latin and Smooth dance styles at a beginning level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	15	15
Program - Dance (AA)	DANC 151.1	Social Dance I	SLO 2	Dance musically at a beginning level, paying attention to tempo and	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	15	15
Program - Dance (AA)	DANC 151.1	Social Dance I	SLO 3	At a beginning level, determine the type of dance for each type of music	2016 - 2017 (Spring)	Assignment/Project	SLO met	Achieved Goal	15	15
Program - Dance (AA)	DANC 151.2	Social Dance II	SLO 1	Execute the basics and several intermediate variations in Swing, Waltz, Latin and Smooth dance styles, at an intermediate level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	3	3
Program - Dance (AA)	DANC 151.2	Social Dance II	SLO 2	Dance musically at an intermediate level, paying attention to tempo and	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	3	3
Program - Dance (AA)	DANC 151.2	Social Dance II	SLO 3	At an intermediate level, determine the type of dance for each type of music	2016 - 2017 (Spring)	Assignment/Project	SLO met	Achieved Goal	3	3
Program - Dance (AA)	DANC 151.3	Social Dance III	SLO 1	Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an advanced level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 151.3	Social Dance III	SLO 2	Work well with partners of all types and ability levels at an advanced level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 151.4	Social Dance IV	SLO 1	Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an expert level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 151.4	Social Dance IV	SLO 2	Work well with partners of all types and ability levels at an expert level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Dance (AA)	DANC 167.1	Swing Dance I	SLO 1	Exhibit swing dance forms by performing an instructor-choreographed routine and appreciate partner and social dance opportunities	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	16	16
Program - Dance (AA)	DANC 167.2	Swing Dance II	SLO 1	Demonstrate intermediate level Swing dance moves, including footwork, partnering skills, and accurate rhythm and coordination as evaluated by the instructor	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4
Program - Dance (AA)	DANC 167.2	Swing Dance II	SLO 2	Work successfully as a team with a range of partners at an intermediate	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4

Program - Dance (AA)	MUS. 202	Music Listening and Enjoyment	SLO 1	recognize musical style characteristics such as classical, folk, popular, jazz, and world music.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	23
Program - Dance (AA)	MUS. 202	Music Listening and Enjoyment	SLO 2	demonstrate general knowledge of major composers, and representative works from six style periods of Western music history as well as selected examples of non-Western	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Dance (AA)	MUS. 202	Music Listening and Enjoyment	SLO 3	demonstrate basic music listening skills.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Dance (AA)	MUS. 202	Music Listening and Enjoyment	SLO 4	describe appropriately what is heard while listening.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Dance (AA)	MUS. 202	Music Listening and Enjoyment	SLO 5	identify musical devices and processes that are common to all types of music.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Dance (AA)	MUS. 202	Music Listening and Enjoyment	SLO 6	experience and appreciate live musical performance.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	31
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 (Summer)	Assignment/Project	Project 4 supports SLO 1	Achieved Goal	31	30
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	20 Active student engagement resulted in a fun and satisfying project completion.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	19 Active student engagement resulted in a fun and satisfying project completion.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a web crawler to search and quantify target search data from the National Academy of Science public domain webpage.	Achieved Goal	25	25 Active student engagement resulted in a fun and satisfying project completion. This project is practical application that students engage in with a lot of enthusiasm. Providing additional insights to students as to the workplace utility of this base skillset can be added in future course renditions.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 (Summer)	Assignment/Project	Projects 1, 2, 3 support SLO 2.	Achieved Goal	31	30
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	20	20 Early Python learning laid down the foundation to expand into more advanced Python solutions.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	20	19 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	27	27 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 3.	Achieved Goal	31	30
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	21	21 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	20	19 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	27	26 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. This project uses a wish list email message - students tend to really enjoy the user interaction of this object model.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 (Summer)	Assignment/Project	Project 5 supports SLO 4.	Achieved Goal	31	30
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 - 2017 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Fall)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	19	19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.

Program - Database Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 5.	Achieved Goal	31	30
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students created and manipulated a database tableusing sqlite3.	Achieved Goal	17	16 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 (Summer)	Assignment/Project	SLO satisfied. Students created and manipulated a database tableusing sqlite3.	Achieved Goal	53	35 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students created and manipulated a database tableusing sqlite3.	Achieved Goal	20	20 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students created, updated and queried an SQLITE3 database to generate a statistical report.	Achieved Goal	26	25 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 6.	Achieved Goal	31	30
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students are well on their way to continue Web Programming Development and Design for large scale projects.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 OVERALL: Comments: Discussed with Professor Melissa Green measures to better screen for student readiness for this course effective Winter '18. Both a background questionnaire and an early programming skills evaluation test will be conducted.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students designed and developed their first django powered web application.
Program - Database Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	24	24 Students designed and developed their first django powered web application.
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 1	Create and assure the quality of a suitable data model for a given application.	2016 - 2017 (Fall)		Mapping Entity-Relationship Model into relational Schema, using ERD and UML One HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 15 students participated and average grade performance was 70%	Achieved Goal	17	15
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 2	Use normalization to transform a relational schema into a set of normalized relations (3NF).	2016 - 2017 (Fall)		Third Normal Form, Boyce-Codd Normal Form and Fourth Normal Form Two HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 16 students participated and average grade performance was 80%	Achieved Goal	17	15
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 3	Use SQL for database creation, manipulation and control.	2016 - 2017 (Fall)		Four SQL assignments and two Relational Algebra assignments dealing with a wide range of queries and SQL features. Relational Algebra assignments: 16 students participated and the average performance was 85% Introductory SQL assignment: 16 students participated and average performance was 80% Intermediate SQL assignment: 16 students participated and their average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%.	Achieved Goal	17	15
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 4	Employ data storage and indexing options and perform query	2016 - 2017 (Fall)		Not addressed.	Did Not Achieve Goal	0	0
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 5	Perform basic database administration tasks.	2016 - 2017 (Fall)		One HW assignment, 15 out of 17 students participated. Grade performance was 80%	Achieved Goal	17	15
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 6	Employ XML technologies to query, manipulate and transform data.	2016 - 2017 (Fall)		Briefly mentioned. CIS 379 covers this subject in detail.	Inconclusive	0	0
Program - Database Programming (CS)	CIS 132	Introduction to Databases	SLO 7	Develop NoSQL desktop and cloud database solutions.	2016 - 2017 (Fall)		Not addressed, CIS 133 covers this subject detail.	Did Not Achieve Goal	0	0
Program - Database Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 1	Design and construct MySQL databases of moderate complexity	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Final Exam: average grade performance was 60%	Achieved Goal	12	8

Program - Database Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 2	Use SQL commands to create tables and to query, update, and drop them	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance was 80%	Achieved Goal	12	8
Program - Database Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 3	Explain the relational model and theory of normalization	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance was 60%	Achieved Goal	12	8
Program - Database Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 4	Create stored procedures, functions, and triggers	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: average grade performance was 75%	Achieved Goal	12	8
Program - Database Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 5	Administer a MySQL database, with ability to backup, recover, and protect data	2016 (Summer)	Exam	NOTE: Fall 2015 This SLO was not addressed directly	Inconclusive	0	0
Program - Database Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 6	Develop an advanced project using MySQL with Java or PHP and callable statements	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: 17 students participated and average grade performance was 87%	Achieved Goal	12	8
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Program - Dental Assisting (AS)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81

Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Dental Assisting (AS)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	80
Program - Dental Assisting (AS)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology	2016 - 2017 (Fall)	Survey	See Program Review		Achieved Goal	450	350 See Program Review
Program - Dental Assisting (AS)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review		Achieved Goal	450	356
Program - Dental Assisting (AS)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review		Achieved Goal	450	300
Program - Dental Assisting (AS)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review		Achieved Goal	450	310
Program - Dental Assisting (AS)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental design	2016 - 2017 (Fall)	Survey	See Program Review		Achieved Goal	450	396
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.		Achieved Goal	17	14
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a discipline	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a discipline	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and contemporary societies	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (AS)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.		Achieved Goal	17	14 The assessment did not identify any problems.
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2016 - 2017 (Spring)	Presentation/Performance	3.3		Achieved Goal	120	111
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2017 - 2018 (Fall)	Assignment/Project	see program review		Achieved Goal	29	19
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2016 - 2017 (Spring)	Presentation/Performance	2.6		Achieved Goal	120	114
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	29	23
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2		Achieved Goal	120	106
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	29	22
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological factors	2016 - 2017 (Spring)	Exam	3.3		Achieved Goal	120	117
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological factors	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	29	24
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1		Achieved Goal	120	117
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	29	19
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication	2016 - 2017 (Spring)	Exam	3.0		Achieved Goal	120	120
Program - Dental Assisting (CA)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	29	22
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6		Achieved Goal	36	36
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	84

Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	81
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3		Achieved Goal	36	36
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	73
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6		Achieved Goal	36	36
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	72
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1		Achieved Goal	36	36
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review		Achieved Goal	90	81
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5		Achieved Goal	36	36
Program - Dental Assisting (CA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review		Achieved Goal	90	80
Program - Dental Assisting (CA)	ENGL 100	Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of their own	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	30
Program - Dental Assisting (CA)	ENGL 100	Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see uploads		Achieved Goal	41	31
Program - Dental Assisting (CA)	ENGL 100	Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and correct	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	28
Program - Dental Assisting (CA)	ENGL 100	Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	33
Program - Dental Assisting (CA)	ENGL 100	Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	32
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting ideas of others in relation to ideas of	2016 - 2017 (Fall)	Essay	Three sections assessed		Achieved Goal	64	57
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting ideas of others in relation to ideas of	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	73	51
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2016 - 2017 (Fall)	Essay	Three sections assessed		Achieved Goal	64	59
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	73	51
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and correct	2016 - 2017 (Fall)	Essay	Three sections assessed		Achieved Goal	64	49
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and correct	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	73	51
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2016 - 2017 (Fall)	Essay	Three sections assessed		Achieved Goal	64	48
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	73	49
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2016 - 2017 (Fall)	Essay	Three sections assessed		Achieved Goal	64	53
Program - Dental Assisting (CA)	ENGL 105	Intensive Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	73	55

Program - Dental Assisting (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 1	Use effective reading strategies to comprehend a variety of texts.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Dental Assisting (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 2	Write text-based essays unified around a clear thesis statement.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Dental Assisting (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 3	Develop essays using specific details drawn from assigned texts as well as personal experience and knowledge.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	16
Program - Dental Assisting (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 4	Write clear, complex sentences using coordinating and subordinating conjunctions, concession, and noun phrases	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	10
Program - Dental Assisting (CA)	ENGL 838	Intensive Introduction to Composition and Reading	SLO 5	Proofread effectively for basic grammar and usage errors.	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	19	12
Program - Dental Assisting (CA)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Dental Assisting (CA)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Dental Assisting (CA)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Dental Assisting (CA)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Dental Assisting (CA)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Digital Media: Broadcast and Electronic Media (AA)	DGME 112	TV Studio Production	SLO 1	Apply proper camera framing for TV studio interviews.	2016 - 2017 (Fall)	Exam	91% of students can properly frame an interview with headroom and look space	Achieved Goal	35	32
Program - Digital Media: Broadcast and Electronic Media (AA)	DGME 128	On-Air Talent	SLO 1	Evaluate professional radio and TV talent, including their regard for divergent opinions	2016 - 2017 (Spring)	Assignment/Project	92% of students completed either a written critique or evaluation with explanation. Two students did not clearly evaluate talent's treatment of viewers, callers, and guests	Achieved Goal	27	25
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 1	Describe how the law and media inter-relate.	2016 (Summer)	Essay	80% of students correctly identified the inter-relatedness	Achieved Goal	30	28 Continue to provide students with updated law cases
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 10	Evaluate the specific information sources in order to use the most relevant ones for the project/assignment	2016 (Summer)	Assignment/Project	Students are sometimes unsure of how much information they need for the assignment	Achieved Goal	30	24 Continue to provide students with steps to obtaining specific information sources
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 11	Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking	2016 (Summer)	Assignment/Project	Students are sometimes confused by the many different types of resources when analyzing data	Achieved Goal	30	24 Assist students in deciphering the data provided when analyzing
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 12	Organize and use appropriate and credible information/data to support the purposes of a project or	2016 (Summer)	Exam	75% of students were able to learn what processes are helpful for finding credible sources	Achieved Goal	30	27 Continue to help students understand government documents
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 2	Defend and support a position on media regulation and/or ethical issue	2016 (Summer)	Essay	80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner	Achieved Goal	30	28 Continue to work with students on writing a concise thesis
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 3	Compare and contrast U.S. media laws and related court rulings.	2016 (Summer)	Essay	80% of students correctly performed compare and contrast essay	Achieved Goal	30	27 Continue to keep updated on changes in media laws and the effects
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 4	Explain the legal foundation for Freedom of Speech.	2016 (Summer)	Essay	80% of students correctly identified the foundations	Achieved Goal	30	25 Continue to provide students information with the difference between student speech and free speech
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 5	Distinguish an ethical decision from a legal issue.	2016 (Summer)	Essay	80% of students correctly distinguished the difference between ethical and legal issue	Achieved Goal	30	28
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 6	Identify the ethical dilemma in a case study and apply ethical theories to consider outcomes.	2016 (Summer)	Forum	80% of students correctly identified an ethical dilemma and included considered outcomes	Achieved Goal	30	27 Include additional assignments to include all five different approaches to thinking ethically.
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 7	Information Competency	2016 (Summer)	Exam	100% of students achieved but will continue to work with students in identifying confusing resources	Achieved Goal	30	30 Add the importance of information competency skills in the work place to assignments
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 8	Identify and access information resources, such as library databases, collections, or Web sites appropriate to the field.	2016 (Summer)	Exam	90% of students felt confident accessing information resources	Achieved Goal	30	28 Schedule library tours during class rather than an assignment. Include librarians as guest speakers in class
Program - Digital Media: Digital Video Production (AA)	DGME 102	Media Law and Ethics	SLO 9	Demonstrate effective search strategies that yield specific information sources, such as articles, books, Web pages, etc., appropriate to the subject being researched.	2016 (Summer)	Exam	80% of students should correctly broaden or narrowed a search using Boolean operators (AND, NOT and OR) and truncation. At the beginning of the course 50% were not sure how to use an index (e.g. catalog, database, etc.).	Achieved Goal	30	30 Continue to include different approaches to gathering sources
Program - Digital Media: Digital Video Production (AA)	DGME 112	TV Studio Production	SLO 1	Apply proper camera framing for TV studio interviews.	2016 - 2017 (Fall)	Exam	91% of students can properly frame an interview with headroom and look space	Achieved Goal	35	32

Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 1	Identify user interface fundamentals and demonstrate the ability to construct user interface elements	2016 (Summer)	Assignment/Project	85% of students were able to identify and demonstrate Photoshop interface elements	Achieved Goal	25	25 Continue to provide emphasis on the short cut commands
Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 2	Identify web accessibility elements	2016 (Summer)	Assignment/Project	80% of students were able to identify accessibility elements	Achieved Goal	25	20 Continue to work work with DSPS. Include demonstration of accessibility tools used
Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 3	Identify web, video and broadcast graphic formats	2016 (Summer)	Assignment/Project	80% of students were able to identify web graphic formats	Achieved Goal	25	23 Continue to provide accessibility elements pertaining to graphic formats
Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 4	Demonstrate construction of web, video and broadcast graphics	2016 (Summer)	Assignment/Project	80% of student were able to create web graphics	Achieved Goal	25	23 Continue to provide Photoshop assignments for the creation of graphics. Develop a 1 unit skill builder course to aid in students having the software skills needed for course.
Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 5	Demonstrate the ability to construct interactive elements	2016 (Summer)	Assignment/Project	70% of students were able to create interactive rollovers	Achieved Goal	25	16 Continue to provide different interactive elements used in web. Include introduction to HTML and CSS
Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 6	Demonstrate effective workflow and file management	2016 (Summer)	Assignment/Project	80% of students were able to demonstrate file management	Achieved Goal	25	20 Continue to provide examples and the importance of file management (site structure, file naming)
Program - Digital Media: Web Design/Multimedia (AA)	DGME 167	Web Design I	SLO 7	Demonstrate integration with other software programs	2016 (Summer)	Assignment/Project	80% of students were able to integrate Photoshop and Illustrator files	Achieved Goal	25	20 This the first course students take and most do not know of the software used in the industry. Continue to increase their proficiency with Photoshop and Illustrator. Develop 1 unit skill builder course in Photoshop and Illustrator.
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 1	Describe how the law and media inter-relate.	2016 (Summer)	Essay	80% of students correctly identified the inter-relatedness	Achieved Goal	30	28 Continue to provide students with updated law cases
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 10	Evaluate the specific information sources in order to use the most relevant ones for the project/assignment	2016 (Summer)	Assignment/Project	Students are sometimes unsure of how much information they need for the assignment	Achieved Goal	30	24 Continue to provide students with steps to obtaining specific information sources
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 11	Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking strategies	2016 (Summer)	Assignment/Project	Students are sometimes confused by the many different types of resources when analyzing data	Achieved Goal	30	24 Assist students in deciphering the data provided when analyzing
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 12	Organize and use appropriate and credible information/data to support the purposes of a project or assignment	2016 (Summer)	Exam	75% of students were able to learn what processes are helpful for finding credible sources	Achieved Goal	30	27 Continue to help students understand government documents
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 2	Defend and support a position on media regulation and/or ethical issue	2016 (Summer)	Essay	80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner	Achieved Goal	30	28 Continue to work with students on writing a concise thesis
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 3	Compare and contrast U.S. media laws and related court rulings.	2016 (Summer)	Essay	80% of students correctly performed compare and contrast essay	Achieved Goal	30	27 Continue to keep updated on changes in media laws and the effects
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 4	Explain the legal foundation for Freedom of Speech.	2016 (Summer)	Essay	80% of students correctly identified the foundations	Achieved Goal	30	25 Continue to provide students information with the difference between student speech and free speech
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 5	Distinguish an ethical decision from a legal issue.	2016 (Summer)	Essay	80% of students correctly distinguished the difference between ethical and legal issue	Achieved Goal	30	28
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 6	Identify the ethical dilemma in a case study and apply ethical theories to consider outcomes.	2016 (Summer)	Forum	80% of students correctly identified an ethical dilemma and included considered outcomes	Achieved Goal	30	27 Include additional assignments to include all five different approaches to thinking ethically.
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 7	Information Competency	2016 (Summer)	Exam	100% of students achieved but will continue to work with students in identifying confusing resources	Achieved Goal	30	30 Add the importance of information competency skills in the work place to assignments
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 8	Identify and access information resources, such as library databases, collections, or Web sites appropriate to the field.	2016 (Summer)	Exam	90% of students felt confident accessing information resources	Achieved Goal	30	28 Schedule library tours during class rather than an assignment. Include librarians as guest speakers in class
Program - Digital Media: Web Design/Multimedia (CA)	DGME 102	Media Law and Ethics	SLO 9	Demonstrate effective search strategies that yield specific information sources, such as articles, books, Web pages, etc., appropriate to the subject being researched.	2016 (Summer)	Exam	80% of students should correctly broaden or narrowed a search using Boolean operators (AND, NOT and OR) and truncation. At the beginning of the course 50% were not sure how to use an index (e.g. catalog, database, etc.).	Achieved Goal	30	30 Continue to include different approaches to gathering sources
Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 1	Identify user interface fundamentals and demonstrate the ability to construct user interface elements	2016 (Summer)	Assignment/Project	85% of students were able to identify and demonstrate Photoshop interface elements	Achieved Goal	25	25 Continue to provide emphasis on the short cut commands

Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 2	Identify web accessibility elements	2016 (Summer)	Assignment/Project	80% of students were able to identify accessibility elements	Achieved Goal	25	20 Continue to work with DSPS. Include demonstration of accessibility tools used
Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 3	Identify web, video and broadcast graphic formats	2016 (Summer)	Assignment/Project	80% of students were able to identify web graphic formats	Achieved Goal	25	23 Continue to provide accessibility elements pertaining to graphic formats
Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 4	Demonstrate construction of web, video and broadcast graphics	2016 (Summer)	Assignment/Project	80% of student were able to create web graphics	Achieved Goal	25	23 Continue to provide Photoshop assignments for the creation of graphics. Develop a 1 unit skill builder course to aid in students having the software skills needed for course.
Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 5	Demonstrate the ability to construct interactive elements	2016 (Summer)	Assignment/Project	70% of students were able to create interactive rollovers	Achieved Goal	25	16 Continue to provide different interactive elements used in web. Include introduction to HTML and CSS
Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 6	Demonstrate effective workflow and file management	2016 (Summer)	Assignment/Project	80% of students were able to demonstrate file management	Achieved Goal	25	20 Continue to provide examples and the importance of file management (site structure, file naming)
Program - Digital Media: Web Design/Multimedia (CA)	DGME 167	Web Design I	SLO 7	Demonstrate integration with other software programs	2016 (Summer)	Assignment/Project	80% of students were able to integrate Photoshop and illustrator files	Achieved Goal	25	20 This the first course students take and most do not know of the software used in the industry. Continue to increase their proficiency with Photoshop and Illustrator. Develop 1 unit skill builder course in Photoshop and Illustrator.
Program - Digital Media: Web Design/Multimedia (CS)	DGME 166	Web Authoring: ActionScript	SLO 1	Identify software interface elements	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Program - Digital Media: Web Design/Multimedia (CS)	DGME 166	Web Authoring: ActionScript	SLO 2	Demonstrate how and where to write ActionScript	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Program - Digital Media: Web Design/Multimedia (CS)	DGME 166	Web Authoring: ActionScript	SLO 3	Demonstrate the Flash project construction process	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Program - Digital Media: Web Design/Multimedia (CS)	DGME 166	Web Authoring: ActionScript	SLO 4	Demonstrate how to create classes, objects, and functions	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Program - Digital Media: Web Design/Multimedia (CS)	DGME 166	Web Authoring: ActionScript	SLO 5	Demonstrate use of external 3rd party libraries	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Program - Digital Media: Web Design/Multimedia (CS)	DGME 166	Web Authoring: ActionScript	SLO 6	Demonstrate how to build dynamic Flash content	2016 (Summer)		Course has not been offered. Unable to assess.	Inconclusive	0	0
Program - Digital Media: Web Design/Multimedia (CS)	DGME 167	Web Design I	SLO 1	Identify user interface fundamentals and demonstrate the ability to construct user interface elements	2016 (Summer)	Assignment/Project	85% of students were able to identify and demonstrate Photoshop interface elements	Achieved Goal	25	25 Continue to provide emphasis on the short cut commands
Program - Digital Media: Web Design/Multimedia (CS)	DGME 167	Web Design I	SLO 2	Identify web accessibility elements	2016 (Summer)	Assignment/Project	80% of students were able to identify accessibility elements	Achieved Goal	25	20 Continue to work with DSPS. Include demonstration of accessibility tools used
Program - Digital Media: Web Design/Multimedia (CS)	DGME 167	Web Design I	SLO 3	Identify web, video and broadcast graphic formats	2016 (Summer)	Assignment/Project	80% of students were able to identify web graphic formats	Achieved Goal	25	23 Continue to provide accessibility elements pertaining to graphic formats
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Program - Digital Media: Web Design/Multimedia (CS)	DGME 167	Web Design I	SLO 5	Demonstrate the ability to construct interactive elements	2016 (Summer)	Assignment/Project	70% of students were able to create interactive rollovers	Achieved Goal	25	16 Continue to provide different interactive elements used in web. Include introduction to HTML and CSS
Program - Digital Media: Web Design/Multimedia (CS)	DGME 167	Web Design I	SLO 6	Demonstrate effective workflow and file management	2016 (Summer)	Assignment/Project	80% of students were able to demonstrate file management	Achieved Goal	25	20 Continue to provide examples and the importance of file management (site structure, file naming)
Program - Digital Media: Web Design/Multimedia (CS)	DGME 167	Web Design I	SLO 7	Demonstrate integration with other software programs	2016 (Summer)	Assignment/Project	80% of students were able to integrate Photoshop and illustrator files	Achieved Goal	25	20 This the first course students take and most do not know of the software used in the industry. Continue to increase their proficiency with Photoshop and Illustrator. Develop 1 unit skill builder course in Photoshop and Illustrator.

Program - Economics (AA-T)	ACTG 131	Managerial Accounting	SLO 1	Terminology; Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	168	Continue to work with students to ensure student success.
Program - Economics (AA-T)	ACTG 131	Managerial Accounting	SLO 2	Decision making; Describe how managers use managerial accounting information to make decisions	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	143	Continue to work with students to ensure student success.
Program - Economics (AA-T)	ACTG 131	Managerial Accounting	SLO 3	Discounted cash flow; Perform time value of money analysis using the discounted cash flow model	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	178	Continue to work with students to ensure student success.
Program - Economics (AA-T)	ACTG 131	Managerial Accounting	SLO 4	Ethics; Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	215	172	Continue to work with students to ensure student success.
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see docs attached	Achieved Goal	73	13	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	28	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33	
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142	

Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other		Achieved Goal	73	43
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	42
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other		Achieved Goal	73	50
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	78
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other		Achieved Goal	73	56
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	62
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other		Achieved Goal	73	50
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	33
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	38
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	46
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	39
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	26
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44

Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->>Statistics Sp 2018	Achieved Goal	52	43
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section.	Inconclusive	219	145
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Economics (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->>Statistics Sp 2018	Achieved Goal	52	42
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 1	Find the derivatives of polynomial, rational, exponential, and logarithmic functions.	2017 - 2018 (Fall)	Other	see doc attached	Achieved Goal	24	24
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 2	Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 3	Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 4	Analyze the marginal cost, profit and revenue when given the appropriate function.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	22
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 5	Determine maxima and minima in optimization problems using the derivative.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	21
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 6	Use derivatives to find rates of change and tangent lines.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 7	Use calculus to analyze revenue, cost, and profit.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 8	Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	15
Program - Economics (AA-T)	MATH 241	Applied Calculus I	SLO 9	Use integration in business and economics applications.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	13
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and compound meters	2016 - 2017 (Fall)	Exam	90% of students showed strong comprehension for this subject. Only 2 students received 70% or lower on this program review	Achieved Goal	21	19
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and compound meters	2017 - 2018 (Fall)	Assignment/Project		Achieved Goal	23	18
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave) and 4. all qualities of triads	2016 - 2017 (Fall)	Exam	Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills.	Achieved Goal	21	20
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave) and 4. all qualities of triads	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	19
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase structures	2016 - 2017 (Fall)	Exam	This question related to composing sequences and transposition. 77% received	Achieved Goal	21	17
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase structures	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	23
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols.	2016 - 2017 (Fall)	Exam	81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and piano style - and students were to label the chords with RNs, identify the cadences, and identify and	Achieved Goal	21	17
Program - Electronic Music (AA)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18
Program - Electronic Music (AA)	MUS. 132	Harmony II	SLO 1	Analysis: Conduct harmonic and formal analysis of diatonic music (including music involving common chord modulation) using roman numerals	2016 - 2017 (Spring)	Exam	Average score was 88%. Only one student got below 80% (67%)	Achieved Goal	10	9
Program - Electronic Music (AA)	MUS. 132	Harmony II	SLO 2	Harmonization: Compose original chords to folk, popular and/or chorale style melodies	2016 - 2017 (Spring)	Exam	harmonization of a modulating chorale melody - Final exam question: Students averaged 88%. Thow students not below a	Achieved Goal	10	8

Program - Electronic Music (AA)	MUS. 132	Harmony II	SLO 3	Part Writing 1: Construct, approach, and resolve all diatonic chords and 7th chords properly in all inversions in 4 voices including secondary chords & sequences	2016 - 2017 (Spring)	Exam	Average score on this exam question was 80%. Two students received below a 75%.	Achieved Goal	10	8 Smaller class size this semester (as compared to last assessment) may have something to do with the rise in success for this question, as more individual attention in class was possible.
Program - Electronic Music (AA)	MUS. 132	Harmony II	SLO 4	Part Writing 2: Realize figured bass, both modulating and non-modulating, including non-dominant 7ths, secondary chords and sequences	2016 - 2017 (Spring)	Exam	All students received a 90% or higher on this question.	Achieved Goal	10	10
Program - Electronic Music (AA)	MUS. 132	Harmony II	SLO 5	Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and following proper 4-part voice leading	2016 - 2017 (Spring)	Assignment/Project	Chorale Style Compositions: Average score was 86% ; no one received below a 70%.	Achieved Goal	10	10
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2016 - 2017 (Fall)	Exam	71% (10 out of 14) received 73% or higher on this SLO (Final exam section). (All but one of these scored above 83%). These results are significantly better than last year - more emphasis was put on drilling this	Achieved Goal	14	10
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	6
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques	2016 - 2017 (Fall)	Exam	9 of 12 students (75%) scored 77% or higher in the take-home exam involving analysis of two chromatic excerpts.	Achieved Goal	12	9
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	5
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 3	Analysis 2: Conduct formal analysis of music which uses binary and ternary forms.	2016 - 2017 (Fall)	Exam	Final Exam had a question relating to period structure (form). No binary/ternary, as it was not covered.	Achieved Goal	12	10
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 4	Creative Composition: Compose original music and harmonize melodies using: secondary, borrowed, Neapolitan and augmented 6th chords; sequences; and more advanced modulatory techniques	2016 - 2017 (Fall)	Capstone Project	students wrote complex chorale-style modulating compositions. Their grade was an average between their draft they turned in, all done on their own, and their final draft after considering my comments. 12 of the 14 students received a 76% or higher	Achieved Goal	14	12
Program - Electronic Music (AA)	MUS. 133	Harmony III	SLO 5	Figured Bass: Realize figured bass symbols involving secondary, borrowed, Neapolitan and augmented 6th chords and sequences	2016 - 2017 (Fall)	Exam	69% achieved 83% or higher on this Final exam question. Because of the wide discrepancy between those who mastered this SLO (83%+) and those who did not (one got a 67%, the rest were below 60%), I feel as though in general the concept was	Achieved Goal	13	9
Program - Electronic Music (AA)	MUS. 134	Harmony IV	SLO 1	Chromatic Topics: Compose and/or analyze music containing chromatic harmony such as extended chords, chromatic mediants, and/or enharmonic reinterpretations	2016 - 2017 (Spring)	Exam	Exam #1 "Chromatic Chords" - 80% of students received and 80% or higher on this exam. The lowest score was 74%	Achieved Goal	10	10
Program - Electronic Music (AA)	MUS. 134	Harmony IV	SLO 2	New Scales and Techniques: Build, sing, and/or recognize modal, pentatonic, and synthetic scales, and nonchords and non-tertian sonorities	2016 - 2017 (Spring)	Exam	Average score was 85%. Two students scored below 70%	Achieved Goal	9	7
Program - Electronic Music (AA)	MUS. 134	Harmony IV	SLO 3	Creative Composition: Compose original short compositions using 20th century concepts learned	2016 - 2017 (Spring)	Presentation/Performance	Every student succeeded well, demonstrating solid ability to apply concepts learned to creative compositions	Achieved Goal	9	9
Program - Electronic Music (AA)	MUS. 134	Harmony IV	SLO 4	12-tone Music: Manipulate a 12-tone row in all its forms and construct the 12x12 tone row matrix	2016 - 2017 (Spring)	Exam	All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall)	Achieved Goal	9	9
Program - Electronic Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 1	recognize musical style characteristics such as classical, folk, popular, jazz, and world music.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	23
Program - Electronic Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 2	demonstrate general knowledge of major composers, and representative works from six style periods of Western music history as well as related examples of non-Western	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Electronic Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 3	demonstrate basic music listening skills.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Electronic Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 4	describe appropriately what is heard while listening.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Electronic Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 5	identify musical devices and processes that are common to all types of music.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Electronic Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 6	experience and appreciate live musical performance.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	31
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2016 - 2017 (Fall)	Other	85% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	27	23 textbook outdated; need to hold students more accountable; Next Steps: change textbook to more accessible and updated; information; more progress checks for students

Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2017 - 2018 (Fall)	Other	87% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	31	27 textbook updated, modestly more successful; Next Steps: need to continue to work on holding students more accountable; continue to supplement interactive media resources
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2016 - 2017 (Fall)	Assignment/Project	100% of students successfully mixed audio tracks in Project 1	Achieved Goal	27	27 First Project is always met with enthusiasm. Plan to keep this project as is.
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2017 - 2018 (Fall)	Assignment/Project	94% of students successfully mixed audio tracks in Project 1	Achieved Goal	31	29 The first project is always met with enthusiasm. Plan to keep this project as is.
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2016 - 2017 (Fall)	Assignment/Project	85% of students successfully recorded and edited digital audio tracks	Achieved Goal	27	23 Next steps: start field recording earlier in the semester
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2017 - 2018 (Fall)	Assignment/Project	81% of students successfully recorded and edited digital audio tracks	Achieved Goal	31	25 introduce field recording in lecture at the end of project 1
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2016 - 2017 (Fall)	Capstone Project	85% of students used MIDI in their final projects successfully	Achieved Goal	27	23 we will continue to use MIDI in the final project
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2017 - 2018 (Fall)	Assignment/Project	87% of students used MIDI in their final projects successfully	Achieved Goal	27	31 we will continue to use MIDI in the final project
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2016 - 2017 (Fall)	Capstone Project	85% of the students successfully completed an original composition for their final project	Achieved Goal	27	23 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will implement more progress checks
Program - Electronic Music (AA)	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2017 - 2018 (Fall)	Capstone Project	87% of the students successfully completed an original composition for their final project	Achieved Goal	31	27 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will continue to implement more progress checks; last semester this process improved project completion
Program - Electronic Music (AA)	MUS. 291	Electronic Music II	SLO 1	Orchestrate electronic music compositions.	2016 - 2017 (Spring)	Capstone Project	91% of students orchestrated original electronic music compositions for their final projects and concert performances	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts ; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO
Program - Electronic Music (AA)	MUS. 291	Electronic Music II	SLO 2	Incorporate MIDI sequencing into an original musical composition.	2016 - 2017 (Spring)	Capstone Project	91% of students used MIDI sequencing in an original music composition	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts ; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO.
Program - Electronic Music (AA)	MUS. 291	Electronic Music II	SLO 3	Incorporate digital audio into an original musical composition.	2016 - 2017 (Spring)	Capstone Project	91% of students used digital audio in original music compositions	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO.
Program - Electronic Music (AA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 1	Describe the theory behind various synthesis and sampling techniques	2016 - 2017 (Fall)	Exam	Only 30% of students could describe and answer technical questions on the theories behind various sampling and synthesis techniques as demonstrated by quizzes with an average of C or better.	Did Not Achieve Goal	20	6 Incorporate more practice quizzes that address the more abstract and technical points of synthesis; Look for more accessible resources; perhaps adopt a new textbook
Program - Electronic Music (AA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 2	Create original sounds using analog and digital synthesis	2017 - 2018 (Fall)	Assignment/Project	95% of students created original sounds using analog and digital synthesis	Achieved Goal	20	19 The midterm Project provides an opportunity to apply various synthesis techniques in a musical, creative way; continue using this project as a practical assessment
Program - Electronic Music (AA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 3	Create original sounds by recording, editing and processing audio samples	2016 - 2017 (Fall)	Assignment/Project	90% of students created original sounds using audio sampling techniques.	Achieved Goal	20	18 continue incorporating this element in the last lab and the final project to ensure proficiency in sampling
Program - Electronic Music (AA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 4	Integrate original sounds into original music composition	2016 - 2017 (Fall)	Capstone Project	90% of students successfully created a final composition that integrated original sounds; students then presented these compositions in the end of the semester concert	Achieved Goal	20	18 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO

Program - Electronic Music (AA)	MUS. 293	Audio for Visual Media	SLO 1	Create and synchronize original sound effects to visuals	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create and synchronize original sound effects to visuals in their final projects; projects are presented at the end of the semester concert	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (AA)	MUS. 293	Audio for Visual Media	SLO 2	Create and synchronize original Foley sounds to visuals	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create and synchronize original Foley sounds to visuals in their final projects; all projects are presented at the end of the semester concert	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (AA)	MUS. 293	Audio for Visual Media	SLO 3	Create original music to enhance the mood of a visual scene	2016 - 2017 (Spring)	Capstone Project	83% of students were ables to create original music to enhance the mood of a visual scene	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (AA)	MUS. 293	Audio for Visual Media	SLO 4	Record and synchronize dialogue	2016 - 2017 (Spring)	Capstone Project	83% of students were able to record and synchronize dialogue	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2016 - 2017 (Fall)	Exam	90% of students showed strong comprehension for this subject. Only 2 students received 70% or lower on this program review	Achieved Goal	21	19
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2017 - 2018 (Fall)	Assignment/Project		Achieved Goal	23	18
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave) and 4. all qualities of triads	2016 - 2017 (Fall)	Exam	Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills.	Achieved Goal	21	20
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave) and 4. all qualities of triads	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	19
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2016 - 2017 (Fall)	Exam	This question related to composing sequences and transposition. 77% received	Achieved Goal	21	17
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	23
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols.	2016 - 2017 (Fall)	Exam	81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and piano style - and students were to label the chords with RNs, identify the cadence, and identify and	Achieved Goal	21	17
Program - Electronic Music (CA)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18
Program - Electronic Music (CA)	MUS. 132	Harmony II	SLO 1	Analysis: Conduct harmonic and formal analysis of diatonic music (including music involving common chord modulation) using roman	2016 - 2017 (Spring)	Exam	Average score was 88%. Only one student got below 80% (67%)	Achieved Goal	10	9
Program - Electronic Music (CA)	MUS. 132	Harmony II	SLO 2	Harmonization: Compose original chords to folk, popular and/or chorale style melodies	2016 - 2017 (Spring)	Exam	harmonization of a modulating chorale melody - Final exam question: Students averaged 88%. Thow students got below a	Achieved Goal	10	8
Program - Electronic Music (CA)	MUS. 132	Harmony II	SLO 3	Part Writing 1: Construct, approach, and resolve all diatonic chords and 7th chords properly in all inversions in 4 voices including secondary chords & sequences	2016 - 2017 (Spring)	Exam	Average score on this exam question was 80%. Two students received below a 75%.	Achieved Goal	10	8 Smaller class size this semester (as compared to last assessment) may have something to do with the rise in success for this question, as more individual attention in class was possible.
Program - Electronic Music (CA)	MUS. 132	Harmony II	SLO 4	Part Writing 2: Realize figured bass, both modulating and non-modulating, including non-dominant 7ths, secondary chords and sequences	2016 - 2017 (Spring)	Exam	All students received a 90% or higher on this question.	Achieved Goal	10	10
Program - Electronic Music (CA)	MUS. 132	Harmony II	SLO 5	Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and following proper 4-part voice leading	2016 - 2017 (Spring)	Assignment/Project	Chorale Style Compositions: Average score was 86% ; no one received below a 70%.	Achieved Goal	10	10
Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2016 - 2017 (Fall)	Exam	71% (10 out of 14) received 73% or higher on this SLO (Final exam section). (All but one of these scored above 83%). These results are significantly better than last year - more emphasis was put on drilling this	Achieved Goal	14	10
Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	6

Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques.	2016 - 2017 (Fall)	Exam	9 of 12 students (75%) scored 77% or higher in the take-home exam involving analysis of two chromatic excerpts.	Achieved Goal	12	9
Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	5
Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 3	Analysis 2: Conduct formal analysis of music which uses binary and ternary forms.	2016 - 2017 (Fall)	Exam	Final Exam had a question relating to period structure (form). No binary/ternary, as it was not covered.	Achieved Goal	12	10
Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 4	Creative Composition: Compose original music and harmonize melodies using: secondary, borrowed, Neapolitan and augmented 6th chords; sequences; and more advanced modulatory techniques	2016 - 2017 (Fall)	Capstone Project	students wrote complex chorale-style modulating compositions. Their grade was an average between their draft they turned in, all done on their own, and their final draft after considering my comments. 12 of the 14 students received a 76% or higher	Achieved Goal	14	12
Program - Electronic Music (CA)	MUS. 133	Harmony III	SLO 5	Figured Bass: Realize figured bass symbols involving secondary, borrowed, Neapolitan and augmented 6th chords and sequences	2016 - 2017 (Fall)	Exam	69% achieved 83% or higher on this Final exam question. Because of the wide discrepancy between those who mastered this SLO (83%+) and those who did not (one got a 67%, the rest were below 60%), I feel as though in general the concept was	Achieved Goal	13	9
Program - Electronic Music (CA)	MUS. 134	Harmony IV	SLO 1	Chromatic Topics: Compose and/or analyze music containing chromatic harmony such as extended chords, chromatic mediant, and/or enharmonic reinterpretations	2016 - 2017 (Spring)	Exam	Exam #1 "Chromatic Chords" - 80% of students received and 80% or higher on this exam. The lowest score was 74%	Achieved Goal	10	10
Program - Electronic Music (CA)	MUS. 134	Harmony IV	SLO 2	New Scales and Techniques: Build, sing, and/or recognize modal, pentatonic, and synthetic scales, and nonharmonic and non-tertian sonorities	2016 - 2017 (Spring)	Exam	Average score was 85%. Two students scored below 70%	Achieved Goal	9	7
Program - Electronic Music (CA)	MUS. 134	Harmony IV	SLO 3	Creative Composition: Compose original short compositions using 20th century concepts learned	2016 - 2017 (Spring)	Presentation/Performance	Every student succeeded well, demonstrating solid ability to apply concepts learned to creative compositions	Achieved Goal	9	9
Program - Electronic Music (CA)	MUS. 134	Harmony IV	SLO 4	12-tone Music: Manipulate a 12-tone row in all its forms and construct the 12x12 tone row matrix	2016 - 2017 (Spring)	Exam	All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall)	Achieved Goal	9	9
Program - Electronic Music (CA)	MUS. 202	Music Listening and Enjoyment	SLO 1	recognize musical style characteristics such as classical, folk, popular, jazz, and world music.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	23
Program - Electronic Music (CA)	MUS. 202	Music Listening and Enjoyment	SLO 2	demonstrate general knowledge of major composers, and representative works from six style periods of Western music history as well as selected examples of non-Western	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Electronic Music (CA)	MUS. 202	Music Listening and Enjoyment	SLO 3	demonstrate basic music listening skills.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Electronic Music (CA)	MUS. 202	Music Listening and Enjoyment	SLO 4	describe appropriately what is heard while listening.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Electronic Music (CA)	MUS. 202	Music Listening and Enjoyment	SLO 5	identify musical devices and processes that are common to all types of music.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Electronic Music (CA)	MUS. 202	Music Listening and Enjoyment	SLO 6	experience and appreciate live musical performance.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	31
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2016 - 2017 (Fall)	Other	85% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	27	23 textbook outdated; need to hold students more accountable; Next Steps: change textbook to more accessible and updated; information; more progress checks for students
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2017 - 2018 (Fall)	Other	87% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	31	27 textbook updated, modestly more successful; Next Steps: need to continue to work on holding students more accountable; continue to supplement interactive media resources
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2016 - 2017 (Fall)	Assignment/Project	100% of students successfully mixed audio tracks in Project 1	Achieved Goal	27	27 First Project is always met with enthusiasm. Plan to keep this project as is.
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2017 - 2018 (Fall)	Assignment/Project	94% of students successfully mixed audio tracks in Project 1	Achieved Goal	31	29 The first project is always met with enthusiasm. Plan to keep this project as is.
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2016 - 2017 (Fall)	Assignment/Project	85% of students successfully recorded and edited digital audio tracks	Achieved Goal	27	23 Next steps: start field recording earlier in the semester
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2017 - 2018 (Fall)	Assignment/Project	81% of students successfully recorded and edited digital audio tracks	Achieved Goal	31	25 introduce field recording in lecture at the end of project 1
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2016 - 2017 (Fall)	Capstone Project	85% of students used MIDI in their final projects successfully	Achieved Goal	27	23 we will continue to use MIDI in the final project
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2017 - 2018 (Fall)	Assignment/Project	87% of students used MIDI in their final projects successfully	Achieved Goal	27	31 we will continue to use MIDI in the final project

Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2016 - 2017 (Fall)	Capstone Project	85% of the students successfully completed an original composition for their final project	Achieved Goal	27	23 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will implement more progress checks
Program - Electronic Music (CA)	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2017 - 2018 (Fall)	Capstone Project	87% of the students successfully completed an original composition for their final project	Achieved Goal	31	27 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will continue to implement more progress checks; last semester this process improved project completion
Program - Electronic Music (CA)	MUS. 291	Electronic Music II	SLO 1	Orchestrate electronic music compositions.	2016 - 2017 (Spring)	Capstone Project	91% of students orchestrated original electronic music compositions for their final projects and concert performances	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts ; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO
Program - Electronic Music (CA)	MUS. 291	Electronic Music II	SLO 2	Incorporate MIDI sequencing into an original musical composition.	2016 - 2017 (Spring)	Capstone Project	91% of students used MIDI sequencing in an original music composition	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts ; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO.
Program - Electronic Music (CA)	MUS. 291	Electronic Music II	SLO 3	Incorporate digital audio into an original musical composition.	2016 - 2017 (Spring)	Capstone Project	91% of students used digital audio in original music compositions	Achieved Goal	22	20 Continue presenting and seeking institutional support for semi-annual student directed concerts; the end of semester concert is very motivating for students and is reflected in the high success rate for this SLO.
Program - Electronic Music (CA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 1	Describe the theory behind various synthesis and sampling techniques	2016 - 2017 (Fall)	Exam	Only 30% of students could describe and answer technical questions on the theories behind various sampling and synthesis techniques as demonstrated by quizzes with an average of C or better.	Did Not Achieve Goal	20	6 Incorporate more practice quizzes that address the more abstract and technical points of synthesis; Look for more accessible resources; perhaps adopt a new textbook
Program - Electronic Music (CA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 2	Create original sounds using analog and digital synthesis	2017 - 2018 (Fall)	Assignment/Project	95% of students created original sounds using analog and digital synthesis	Achieved Goal	20	19 The midterm Project provides an opportunity to apply various synthesis techniques in a musical, creative way; continue using this project as a practical assessment
Program - Electronic Music (CA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 3	Create original sounds by recording, editing and processing audio samples	2016 - 2017 (Fall)	Assignment/Project	90% of students created original sounds using audio sampling techniques.	Achieved Goal	20	18 continue incorporating this element in the last lab and the final project to ensure proficiency in sampling
Program - Electronic Music (CA)	MUS. 292	Sound Creation: Sampling and Synthesis	SLO 4	Integrate original sounds into original music composition	2016 - 2017 (Fall)	Capstone Project	90% of students successfully created a final composition that integrated original sounds; students then presented these compositions in the end of the semester concert	Achieved Goal	20	18 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (CA)	MUS. 293	Audio for Visual Media	SLO 1	Create and synchronize original sound effects to visuals	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create and synchronize original sound effects to visuals in their final projects; projects are presented at the end of the semester concert	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (CA)	MUS. 293	Audio for Visual Media	SLO 2	Create and synchronize original Foley sounds to visuals	2016 - 2017 (Spring)	Capstone Project	83% of students were able to create and synchronize original Foley sounds to visuals in their final projects; all projects are presented at the end of the semester concert	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Electronic Music (CA)	MUS. 293	Audio for Visual Media	SLO 3	Create original music to enhance the mood of a visual scene	2016 - 2017 (Spring)	Capstone Project	83% of students were ables to create original music to enhance the mood of a visual scene	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO

Program - Electronic Music (CA)	MUS. 293	Audio for Visual Media	SLO 4	Record and synchronize dialogue	2016 - 2017 (Spring)	Capstone Project	83% of students were able to record and synchronize dialogue	Achieved Goal	12	10 Continue presenting and seeking institutional support for end of the semester concerts; these concerts are a great motivating factor as reflected in the success rate for this SLO
Program - Engineering (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Engineering (AS)	CHEM 220	General Chemistry II	SLO 2	Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Engineering (AS)	CHEM 220	General Chemistry II	SLO 3	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling I/O files and event	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language (UML) notation	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignmentnet 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignmentnet 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students. 11 were	Achieved Goal	12	11
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 4) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10

Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were able to relate. This score should be	Achieved Goal	12	8	
Program - Engineering (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see docs attached	Achieved Goal	73	13	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	39	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	31	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	28	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	33	
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142	

Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	33
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	38
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	46
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	39
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	26
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44

Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	43
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section.	Inconclusive	219	145
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	43
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Engineering (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	42
Program - Engineering Technology: General (AS)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Engineering Technology: General (AS)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Engineering Technology: General (AS)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Engineering Technology: General (AS)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Engineering Technology: General (AS)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Engineering Technology: General (AS)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignmentmet 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignmentmet 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentmet 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students, 11 were successful.	Achieved Goal	12	11
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentmet 4) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentmet 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentmet 6) correctly.	Achieved Goal	25	23 Continue with current strategy

Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were able to relate. This score should be 92% of students answered final exam question correctly.	Achieved Goal	12	8
Program - Engineering Technology: General (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here. see docs uploaded to slo 1	Achieved Goal	85	67
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	73	13
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	39
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	31
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	28
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	33
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142

Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other		Achieved Goal	73	43
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	42
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other		Achieved Goal	73	50
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	78
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other		Achieved Goal	73	56
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	62
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other		Achieved Goal	73	50
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	33
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	38
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	46
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	39
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->Statistics Sp 2018	Achieved Goal	52	26
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44

Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->>Statistics Sp 2018	Achieved Goal	52	43
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic.	Inconclusive	219	145
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Engineering Technology: General (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->>Statistics Sp 2018	Achieved Goal	52	42
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 1	Find the derivatives of polynomial, rational, exponential, and logarithmic functions.	2017 - 2018 (Fall)	Other	see doc attached	Achieved Goal	24	24
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 2	Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 3	Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 4	Analyze the marginal cost, profit and revenue when given the appropriate function.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	22
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 5	Determine maxima and minima in optimization problems using the derivative.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	21
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 6	Use derivatives to find rates of change and tangent lines.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 7	Use calculus to analyze revenue, cost, and profit.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 8	Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	15
Program - Engineering Technology: General (AS)	MATH 241	Applied Calculus I	SLO 9	Use integration in business and economics applications.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	13
Program - English (AA)	ENGL 100	Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of their own	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	30
Program - English (AA)	ENGL 100	Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see uploads	Achieved Goal	41	31
Program - English (AA)	ENGL 100	Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers and correct	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	28
Program - English (AA)	ENGL 100	Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	33
Program - English (AA)	ENGL 100	Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	32
Program - English (AA)	ENGL 161	Creative Writing I	SLO 1	Identify, integrate and use specific elements of poetry to create poems of varying form and subject matter.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - English (AA)	ENGL 161	Creative Writing I	SLO 2	Identify, understand and use specific elements of fiction to create short stories	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - English (AA)	ENGL 161	Creative Writing I	SLO 3	Critique their own work and works of their peers with regard to elements of poetry and fiction.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - English (AA)	ENGL 162	Creative Writing II	SLO 1	Create a sustained body of work in poetry or fiction or a combination of the two	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - English (AA)	ENGL 162	Creative Writing II	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - English (AA)	ENGL 162	Creative Writing II	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3

Program - English (AA)	ENGL 163	Creative Writing III	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - English (AA)	ENGL 163	Creative Writing III	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - English (AA)	ENGL 163	Creative Writing III	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - English (AA)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to arguments presented in a variety of forms, in order to analyze and evaluate them	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18
Program - English (AA)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 2	Write fluent essays that demonstrate an understanding of the different positions in a complex argument, and that present an effective, nuanced, insight-based discussion	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18
Program - English (AA)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources must be cited for all sources)	2016 - 2017 (Spring)		see program review	Achieved Goal	24	18
Program - English (AA)	LIT. 430	Greek Mythology and Classical Literature	SLO 1	Demonstrate familiarity with a variety of representative works from Greek mythology and Greek classical literature, identifying major literary, cultural and historical themes	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Program - English (AA)	LIT. 430	Greek Mythology and Classical Literature	SLO 2	Present a critical, independent analysis of themes in one or more works of Greek mythology or Greek classical literature in the form of a project, paper or presentation	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Program - English (AA-T)	CHIN 111	Elementary Chinese I	SLO 1	Master the pinyin phonetic system. Conduct oral communications with accurate pronunciation and	2016 - 2017 (Fall)	Assignment/Project	All the students assessed were able to meet the SLO.	Achieved Goal	37	37
Program - English (AA-T)	CHIN 111	Elementary Chinese I	SLO 1	Master the pinyin phonetic system. Conduct oral communications with accurate pronunciation and	2016 - 2017 (Fall)	Assignment/Project	All the students who were assessed met SLO.	Achieved Goal	40	40 Provide more exercises on tone differentiation.
Program - English (AA-T)	CHIN 111	Elementary Chinese I	SLO 2	Understand short dialogues and narratives on daily life situations introduced in the textbook and supplementary material	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	39	36 Most of the students met the SLO.
Program - English (AA-T)	CHIN 111	Elementary Chinese I	SLO 3	Comprehend simple reading texts on personal and social matters. Use basic reading strategies to identify categories, main ideas, organizations, and specific details	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	36	33 Most of the students met the SLO.
Program - English (AA-T)	CHIN 111	Elementary Chinese I	SLO 4	Master strokes and their order, radicals. Write traditional characters, comprehend correlational simplified characters. Employ basic sentence structures and vocabulary, produce coherent letters, diaries, diaries, and narratives on selected daily life	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	35	32 4/5 of the students met the SLO.
Program - English (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 1	Use oral communication skills for everyday topics such as dining, using a library, asking directions, attending a birthday party, seeing a doctor, and dating. Produce accurate dialogues and narratives on daily life situations introduced in the textbook and supplementary material, such as ordering food at a restaurant, borrowing and returning books, asking directions, attending a birthday party, seeing a doctor at a clinic, and going	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	32
Program - English (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 2	Understand dialogues, narratives on daily life situations introduced in the textbook and supplementary material, such as ordering food at a restaurant, borrowing and returning books, asking directions, attending a birthday party, seeing a doctor at a clinic, and going	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	33	31
Program - English (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 3	Comprehend reading texts on personal and social matters, such as letters, diaries, stories, advertisements. Use basic reading strategies to identify categories, main ideas, organizations, and specific details	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	31
Program - English (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 4	Master commonly used traditional characters, comprehend correlational simplified characters. Employ sentence structures and appropriate vocabulary, produce coherent letters, greeting cards, advertisements, diaries, and narratives on selected daily life	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	32
Program - English (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 5	Recognize and interpret Chinese cultural norms and customs, comparing and contrasting them with mainstream norms and customs in the United States (Culture)	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	32	31
Program - English (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 1	Speaking: Use fluent oral communication skills on conversations with accurate pronunciation and intonation in everyday situations	2016 - 2017 (Fall)	Assignment/Project	All the students assessed met the SLO.	Achieved Goal	10	10
Program - English (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 2	Listening: Demonstrate understanding of dialogues and narratives on daily life situations introduced in the	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10

Program - English (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 3	Reading: Comprehend reading texts with idiomatic usage on personal and social matters. Use basic reading strategies to identify categories, main ideas, organizations, and specific	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Program - English (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 4	Writing: Master commonly used traditional characters, use the phonetic Pinyin system fluently, and employ common sentence structures and appropriate vocabulary to produce coherent letters, narratives, and advertisements on selected daily	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	10	9
Program - English (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 5	Culture: Describe distinctive features of China, Chinese daily life and cultural aspects.	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Program - English (AA-T)	COMM 170	Oral Interpretation I	SLO 1	Identify and analyze literary devices particular to the genres of poetry, short story, drama	2016 - 2017 (Spring)	Exam	2.1	Achieved Goal	10	8
Program - English (AA-T)	COMM 170	Oral Interpretation I	SLO 2	Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that cannot be advanced in the	2016 - 2017 (Spring)	Presentation/Performance	2.9	Achieved Goal	10	9
Program - English (AA-T)	COMM 170	Oral Interpretation I	SLO 3	Develop a workable script for performance that includes an effective introduction and transitions	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	10	9
Program - English (AA-T)	COMM 170	Oral Interpretation I	SLO 4	Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	10	8
Program - English (AA-T)	COMM 170	Oral Interpretation I	SLO 5	Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances	2016 - 2017 (Spring)	Essay	2.6	Achieved Goal	10	7
Program - English (AA-T)	ENGL 100	Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of their own	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	30
Program - English (AA-T)	ENGL 100	Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see uploads	Achieved Goal	41	31
Program - English (AA-T)	ENGL 100	Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and correct	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	28
Program - English (AA-T)	ENGL 100	Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	33
Program - English (AA-T)	ENGL 100	Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs	Achieved Goal	41	32
Program - English (AA-T)	ENGL 110	Composition, Literature, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	23
Program - English (AA-T)	ENGL 110	Composition, Literature, and Critical Thinking	SLO 2	Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	20
Program - English (AA-T)	ENGL 110	Composition, Literature, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	27	17
Program - English (AA-T)	ENGL 161	Creative Writing I	SLO 1	Identify, integrate and use specific elements of poetry to create poems of varying form and subject matter.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - English (AA-T)	ENGL 161	Creative Writing I	SLO 2	Identify, understand and use specific elements of fiction to create short	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - English (AA-T)	ENGL 161	Creative Writing I	SLO 3	Critique their own work and works of their peers with regard to elements of poetry and fiction.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - English (AA-T)	ENGL 162	Creative Writing II	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - English (AA-T)	ENGL 162	Creative Writing II	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - English (AA-T)	ENGL 162	Creative Writing II	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - English (AA-T)	ENGL 163	Creative Writing III	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - English (AA-T)	ENGL 163	Creative Writing III	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - English (AA-T)	ENGL 163	Creative Writing III	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - English (AA-T)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to arguments presented in a variety of forms, in order to analyze and evaluate them	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18

Program - English (AA-T)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 2	Write fluent essays that demonstrate an understanding of the different positions in a complex argument, and that present an effective, nuanced, initially based discussion	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18
Program - English (AA-T)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources are not required for all essays)	2016 - 2017 (Spring)		see program review	Achieved Goal	24	18
Program - English (AA-T)	LIT. 105	The Bible as Literature	SLO 1	Demonstrate familiarity with a variety of representative works from the Bible and Apocrypha, using the standard techniques and terms of literary analysis to discuss and interpret Biblical texts, identifying major literary, and historical themes	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	17	17
Program - English (AA-T)	LIT. 105	The Bible as Literature	SLO 2	Present a critical, independent analysis of themes in one or more works of the Bible and Apocrypha in the form of a research paper or presentation	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	17	17
Program - English (AA-T)	LIT. 151	Shakespeare	SLO 1	Demonstrate familiarity with a variety of representative works from Shakespeare, identifying major literary, cultural and historical	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	21
Program - English (AA-T)	LIT. 151	Shakespeare	SLO 2	Present a critical, independent analysis of themes in one or more works of Shakespeare in the form of a project, paper or presentation	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	20
Program - English (AA-T)	LIT. 201	American Literature I	SLO 1	Demonstrate familiarity with a variety of representative works of American literature from the 1490s through the 1870s, identifying major literary, cultural and historical themes	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	24	22
Program - English (AA-T)	LIT. 201	American Literature I	SLO 2	Present a critical, independent analysis of themes in one or more works of American literature from the 1490s through the 1870s in the form of a research paper or presentation	2016 - 2017 (Fall)	Essay	One section assessed	Achieved Goal	24	22
Program - English (AA-T)	LIT. 430	Greek Mythology and Classical Literature	SLO 1	Demonstrate familiarity with a variety of representative works from Greek mythology and Greek classical literature, identifying major literary, cultural and historical themes	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Program - English (AA-T)	LIT. 430	Greek Mythology and Classical Literature	SLO 2	Present a critical, independent analysis of themes in one or more works of Greek mythology or Greek classical literature in the form of a project, paper or presentation	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Program - English (AA-T)	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	38 of 45 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam. Those that did not succeed did not attend the exam	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Spring)	Exam	33 of 44 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	44	33 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	38 of 45 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend the exam	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Spring)	Essay	33 of 44 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	44	34 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	38 of 45 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	33 of 44 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam	Achieved Goal	34	44 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 112	Elementary Spanish II	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.

Program - English (AA-T)	SPAN 112	Elementary Spanish II	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	2 of 2 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 112	Elementary Spanish II	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam.	Achieved Goal	2	2
Program - English (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed did not attend class.	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed did not attend class.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Fall)	Essay	18 of 21 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend class.	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Spring)	Essay	15 of 16 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - English (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam and the final exam. Those that did not succeed did not attend class.	Achieved Goal	18	18
Program - English (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam and the final exam. Those that did not succeed did not attend class.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 2	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.

Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 1	Explain the role and expectations of a fiduciary for a trust or estate	2017 - 2018 (Fall)	Exam	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 2	Demonstrate understanding of the necessary tax decisions for a decedent's estate	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	12 Although we believe this objective was met with close to 70% of the class achieving success improvements still need to be made. We plan to spend additional time in class practicing the preparation of returns and review of the theory behind the tax code.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 3	Describe the requirements for a trust and the major types of trusts that tax professionals will encounter	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	12 Although we believe we met the objective with close to 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 4	Demonstrate competency in preparing federal Forms 1041 and CA Form 541 for both an estate and a trust	2017 - 2018 (Fall)	Assignment/Project	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 5	Explain when a reportable gift has occurred and the need for a gift tax return	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 6	Demonstrate competency in preparing federal Form 709 for reportable gifts made by a donor	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Enrolled Agent Exam Preparation (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 7	Calculate additional taxes pursuant to Affordable Care Act (Obamacare)	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Film (AA)	DGME 112	TV Studio Production	SLO 1	Apply proper camera framing for TV studio interviews.	2016 - 2017 (Fall)	Exam	91% of students can properly frame an interview with headroom and look space	Achieved Goal	35	32
Program - Film (AA)	ENGL 161	Creative Writing I	SLO 1	Identify, integrate and use specific elements of poetry to create poems of varying form and subject matter.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - Film (AA)	ENGL 161	Creative Writing I	SLO 2	Identify, understand and use specific elements of fiction to create short	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - Film (AA)	ENGL 161	Creative Writing I	SLO 3	Critique their own work and works of their peers with regard to elements of poetry and fiction.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	10	10
Program - Film (AA)	ENGL 162	Creative Writing II	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - Film (AA)	ENGL 162	Creative Writing II	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3

Program - Film (AA)	ENGL 162	Creative Writing II	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	3	3
Program - Film (AA)	ENGL 163	Creative Writing III	SLO 1	Create a sustained body of work in poetry or fiction or a combination of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - Film (AA)	ENGL 163	Creative Writing III	SLO 2	Demonstrate the ability to analyze and evaluate critically their own work and that of their peers.	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - Film (AA)	ENGL 163	Creative Writing III	SLO 3	Edit and revise their work in response to feedback, demonstrating the ability to discriminate among a range of	2017 - 2018 (Fall)	Portfolio	program review	Achieved Goal	4	4
Program - Film (AA)	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2016 - 2017 (Fall)	Exam	2 sections of Film 100, both OL, one accelerated.	Achieved Goal	88	75
Program - Film (AA)	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	46
Program - Film (AA)	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2016 - 2017 (Fall)	Exam	2 sections of film 100, both OL, one accelerated	Achieved Goal	88	76
Program - Film (AA)	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	30
Program - Film (AA)	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres,	2016 - 2017 (Fall)	Exam	2 sections film 100, both OL, one accelerated	Achieved Goal	88	82
Program - Film (AA)	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres,	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	43
Program - Film (AA)	FILM 120	Film History I	SLO 1	identify the major phases of the historical development of film	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	25
Program - Film (AA)	FILM 120	Film History I	SLO 2	identify major styles, movements and national schools of filmmaking	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	20
Program - Film (AA)	FILM 120	Film History I	SLO 3	analyze the relationship between film art and social/historical context	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	28
Program - Film, Television, and Electronic Media (AS-T)	DGME 112	TV Studio Production	SLO 1	Apply proper camera framing for TV studio interviews.	2016 - 2017 (Fall)	Exam	91% of students can properly frame an interview with headroom and look space	Achieved Goal	35	32
Program - Film, Television, and Electronic Media (AS-T)	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2016 - 2017 (Fall)	Exam	2 sections of Film 100, both OL, one accelerated.	Achieved Goal	88	75
Program - Film, Television, and Electronic Media (AS-T)	FILM 100	Introduction to Film	SLO 1	Identify the basic technique of film form.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	46
Program - Film, Television, and Electronic Media (AS-T)	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2016 - 2017 (Fall)	Exam	2 sections of film 100, both OL, one accelerated	Achieved Goal	88	76
Program - Film, Television, and Electronic Media (AS-T)	FILM 100	Introduction to Film	SLO 2	Analyze film form in a film segment, emphasizing aesthetics, narrative and/or ideology.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	30
Program - Film, Television, and Electronic Media (AS-T)	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres, etc.).	2016 - 2017 (Fall)	Exam	2 sections film 100, both OL, one accelerated	Achieved Goal	88	82
Program - Film, Television, and Electronic Media (AS-T)	FILM 100	Introduction to Film	SLO 3	Distinguish different styles and modes of filmmaking (documentary, genres, etc.).	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	47	43
Program - Film, Television, and Electronic Media (AS-T)	FILM 120	Film History I	SLO 1	identify the major phases of the historical development of film language and film art	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	25
Program - Film, Television, and Electronic Media (AS-T)	FILM 120	Film History I	SLO 2	identify major styles, movements and national schools of filmmaking	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	20
Program - Film, Television, and Electronic Media (AS-T)	FILM 120	Film History I	SLO 3	analyze the relationship between film art and social/historical context	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	40	28
Program - Fine Arts: General Studio Art (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 1	Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and approximate date.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Fine Arts: General Studio Art (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art of the period in order to place them in their art historical context.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Fine Arts: General Studio Art (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the Renaissance and Baroque periods.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Fine Arts: General Studio Art (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 4	Understand works of art from the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and environmental factors that contributed	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Fine Arts: General Studio Art (AA)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 5	Critique in an original manner the form and content of a work of art from the period using, in a general way, the appropriate vocabulary and language of art.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26

Program - Fine Arts: General Studio Art (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 1	Recognize and identify the most important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, provenance and approximate date	2016 - 2017 (Fall)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Fine Arts: General Studio Art (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art from the 18th to 20th century in order to place them in their art	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Fine Arts: General Studio Art (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition from the 18th to the 20th century	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Fine Arts: General Studio Art (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 4	Understand works of art of the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Fine Arts: General Studio Art (AA)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 5	Critique in an original manner the form and content of works of art from the 18th to the 20th century using the appropriate vocabulary and language	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Fine Arts: General Studio Art (AA)	ART 200	Fine Art Portfolio Preparation	SLO 1	Initiate, develop and complete individual projects designed to form a cohesive body of work.	2016 - 2017 (Spring)	Portfolio	Individual projects are assessed throughout the course through discussion, critique, portfolios and exhibitions.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 200	Fine Art Portfolio Preparation	SLO 2	Lead a discussion and critique in small groups.	2016 - 2017 (Spring)	Discussion	SLO #2 is assessed throughout the semester through group discussions and small group critiques.	Achieved Goal	7	5 5 out of 7 students successfully completed this SLO; therefore, although primarily successful, more steps need to be taken in the future to ensure that all students are able to lead discussions and critiques.
Program - Fine Arts: General Studio Art (AA)	ART 200	Fine Art Portfolio Preparation	SLO 3	Identify and develop personal style and aesthetic in one's chosen field.	2016 - 2017 (Spring)	Assignment/Project	Creation of art pieces and ongoing critiques insure that this SLO will be met.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 200	Fine Art Portfolio Preparation	SLO 4	Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the public.	2016 - 2017 (Spring)	Capstone Project	Students created web sites, resumes and presented their work both orally and visually.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 200	Fine Art Portfolio Preparation	SLO 5	Identify and create promotional materials such as a resume, written statement, hard copy and digital portfolio and web presence	2016 - 2017 (Spring)	Capstone Project	Part of the capstone project of this course, similar to SLO #4.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 200	Fine Art Portfolio Preparation	SLO 6	Investigate appropriate venues for portfolio submission.	2016 - 2017 (Spring)	Capstone Project	SLO #6 resulted in a successful exhibition of the student's work.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 1	Develop and apply the principles of composition (design and organization) in drawing.	2017 - 2018 (Fall)	Portfolio	Average for 3 sections of this class is 90%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 2	Demonstrate observational skills and proportional measurement.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 90%	Achieved Goal	80	72 Confirmed the merits of the current approach
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 3	Use value and planes to describe forms and space.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 86%	Achieved Goal	80	70 While fairly successful, this is an area that we can improve upon and will stress in future semesters.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 4	Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 87%	Achieved Goal	80	70 Each section had a widely different outcome for this SLO, which points out that the three instructors need to coordinate better in terms of this unit.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 5	Use a variety of drawing materials and techniques.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 93%	Achieved Goal	80	75 Two instructors reported 100%, one reported 77%. The 77% instructor obviously needs to expand upon the variety of drawing materials and techniques used in his class in relation to the others.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 6	Employ a variety of line and mark making approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 97%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 7	Manipulate line, form, value and composition in order to develop expressive content.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 70%	Did Not Achieve Goal	80	56 This SLO needs to be revised, since Art 204 focuses on drawing techniques, not expressive content.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 8	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Spring)	Portfolio	Average of three sections is 95%	Achieved Goal	80	76 Since Art 201 (now 204) was granted CSM GE status, all three instructors emphasize both written and oral reports and the results of this SLO show that this goal is being met.
Program - Fine Arts: General Studio Art (AA)	ART 201	Drawing and Composition I	SLO 9	Recognize historical and contemporary developments, critical trends, materials and approaches in drawing.	2017 - 2018 (Spring)	Portfolio	Average of three courses is 90%	Achieved Goal	80	72 One instructor of the three reported a much lower score than the others on this SLO, pointing to the fact that this instructor needs to emphasize this SLO more in her class than she has been.

Program - Fine Arts: General Studio Art (AA)	ART 202	Drawing and Composition II	SLO 1	Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media formats and	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4	Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 202	Drawing and Composition II	SLO 2	Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: A. Subjective and expressive uses of value, techniques and concepts of abstraction or non-objective art, B. Experimentation with combinations of wet and dry mediums, C. Observational, expressive, and conceptual analysis or application of color, Application and drawing techniques for a variety of color media, D. Non-traditional	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4	Confirmed the merit of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 202	Drawing and Composition II	SLO 3	Construct and prepare appropriate supports and surfaces for mixed media drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4	Confirmed the merit of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 202	Drawing and Composition II	SLO 4	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4	Confirmed the merits of the current methodologies.
Program - Fine Arts: General Studio Art (AA)	ART 202	Drawing and Composition II	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4	Confirmed the merits of the current methodologies.
Program - Fine Arts: General Studio Art (AA)	ART 202	Drawing and Composition II	SLO 6	Develop and express ideas and concepts through verbal and visual means.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4	Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 206	Figure Drawing and Portraiture	SLO 1	Create a portfolio of figurative drawings 18" x 24" or larger which demonstrate an ability to understand and interpret potential motion, weight and gesture in the live model.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15	Confirmed the merits of the current approaches, Examine why just a few students seem to be falling through the cracks.
Program - Fine Arts: General Studio Art (AA)	ART 206	Figure Drawing and Portraiture	SLO 2	Demonstrate in their drawings the ability to capture the live model based on line and gesture within ten minutes.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15	Confirmed that current methodologies are working, however, we need to see how we can help the few students falling through the cracks.
Program - Fine Arts: General Studio Art (AA)	ART 206	Figure Drawing and Portraiture	SLO 3	Plan and execute figurative artwork in a variety of media including, but not limited to, charcoal, conte, ink, pastel and mixed media.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15	Confirmed that current methodologies are working; however, we need to figure out ways to help the few students who are falling through the cracks.
Program - Fine Arts: General Studio Art (AA)	ART 206	Figure Drawing and Portraiture	SLO 3 (Archived 2016)	Demonstrate in their drawings proficiency in describing and interpreting the human head and hands in a portrait.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15	Not sure why this SLO was archived, but it is vital to the success of students in the class.
Program - Fine Arts: General Studio Art (AA)	ART 206	Figure Drawing and Portraiture	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15	Confirmed the merits of the current approach, although we would like to examine why just a few students don't succeed.
Program - Fine Arts: General Studio Art (AA)	ART 206	Figure Drawing and Portraiture	SLO 5	Execute figurative drawings that demonstrate an understanding of the use of the human figure in modern and contemporary art.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15	Confirmed that current approaches are working, but we'd like to figure out ways to help the few students who are falling through the cracks.
Program - Fine Arts: General Studio Art (AA)	ART 207	Life Drawing	SLO 1	Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12	Suggests a need for new approaches.
Program - Fine Arts: General Studio Art (AA)	ART 207	Life Drawing	SLO 2	Develop expressive content through manipulation of line, form, value, composition posture, and anatomical proportions	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12	Suggests a need for new approaches.
Program - Fine Arts: General Studio Art (AA)	ART 207	Life Drawing	SLO 3	Evaluate and critique class projects using relevant terminology in oral or written formats.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12	Suggests a need for new approaches.
Program - Fine Arts: General Studio Art (AA)	ART 207	Life Drawing	SLO 4	Examine and describe the major historical, contemporary, and critical trends in figure drawing.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12	Suggests a need for new approaches.
Program - Fine Arts: General Studio Art (AA)	ART 214	Color	SLO 1	Discriminate variations in colors with extreme visual sensitivity to the optical effects of color relativity.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23	Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 214	Color	SLO 2	Demonstrate an aesthetic appreciation of color in any color medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23	Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 214	Color	SLO 3	Critically analyze and evaluate their own color choices and that of professional artists.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23	Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 214	Color	SLO 4	Apply the theoretical process of mixing any color in a wet medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23	Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 214	Color	SLO 5	Create both harmonies and discords in color and discern the expressive and informative value of both.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23	Confirmed the merits of the current approaches.

Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Students cannot proceed in class without this knowledge; therefore, all who complete the course are successful.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Design is a recommended but not required pre-req for this course. Perhaps this should be re-visited so that it becomes a pre-req.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Color is a recommended but not required pre-req for this class. Perhaps this should be revisited and Color should be a required pre-req.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 4	Construct and prepare oil painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Students cannot complete or continue the course without this knowledge; therefore, all are successful.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology	2017 - 2018 (Fall)	Portfolio	100	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 223	Oil Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 1	Paint technically-sound oil paintings based upon light theory, color, composition and drawing.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 2	Understand and implement the construction and methodology of oil painting, including supports, grounds, mediums, solvents, brushes and paint nomenclature	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 3	Learn and create a variety of oil painting techniques including underpainting (grisaille and wipe-out methods) a la prima and block-in-out	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 4	Demonstrate knowledge and understanding of art history and how it relates to oil painting, their own painting and various contemporary styles and movements	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 5	Formulate an art vocabulary and visual "eye" through individual and group critiques.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 6	Make choices and decisions about his or her personal direction and voice as an artist.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 224	Oil Painting II	SLO 7	Use painting as a critical thinking tool to examine, observe, discover and create what was previously unseen or unknown about themselves art and	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of acrylic painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	10	10 Color (Art 214) is a recommended but not required pre-req for this course, but perhaps this should be re-examined to make it a requirement.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 4	Construct and prepare acrylic painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	10	10 Some people have difficulty using staple guns and manipulating canvas because of arthritis. I usually make a canvas for them as a demo, but in some cases, going forward, they will rely on premade canvases. I do not press the issue, but I tell them I am available to help them whenever they need it.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.

Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 225	Acrylic Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 226	Acrylic Painting II	SLO 1	Construct acrylic paintings using supports, grounds, mediums, brushes and paints with increased technical skills.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 226	Acrylic Painting II	SLO 2	Create a portfolio of acrylic paintings based on an understanding of light theory, color, composition and paint mixed media collage.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 226	Acrylic Painting II	SLO 3	Paint mixed media collage compositions using acrylic mediums.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 226	Acrylic Painting II	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 226	Acrylic Painting II	SLO 5	Identify and create paintings based on an underlying abstract structure.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 1	Create paintings that evince a working knowledge of the physical properties of watercolor painting materials.	2016 - 2017 (Spring)	Portfolio	94% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2016 - 2017 (Spring)	Portfolio	84% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2016 - 2017 (Spring)	Portfolio	86% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 4	Construct and prepare watercolor painting surfaces and supports.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2016 - 2017 (Spring)	Portfolio	86% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Portfolio	94% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 231	Watercolor I	SLO 8	Safely handle and use studio painting materials and equipment.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Fine Arts: General Studio Art (AA)	ART 232	Watercolor II	SLO 1	Apply and practice the techniques learned in Watercolor I.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 232	Watercolor II	SLO 2	Employ advanced watercolor techniques in paintings.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 232	Watercolor II	SLO 3	Construct paintings with advanced compositional skills.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 232	Watercolor II	SLO 4	Experiment with different watercolor styles, techniques and materials.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 232	Watercolor II	SLO 5	Discuss and evaluate watercolor techniques and art concepts.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Fine Arts: General Studio Art (AA)	ART 353	Advanced Black and White Photography	SLO 2	Demonstrate a refined knowledge and understanding of effective composition.	2016 - 2017 (Fall)	Portfolio	90% Good result, learning about composition by creating a portfolio of prints.	Achieved Goal	18	17
Program - Fine Arts: General Studio Art (AA)	ART 353	Advanced Black and White Photography	SLO 3	Demonstrate a knowledge and understanding of studio lighting.	2016 - 2017 (Fall)	Assignment/Project	70% success rate for those students choosing to work in the studio. Most need more than one session to develop greater 95% success. They have developed film development skills in the prerequisite courses.	Inconclusive	7	5
Program - Fine Arts: General Studio Art (AA)	ART 353	Advanced Black and White Photography	SLO 4	Demonstrate a refined control of film processing.	2016 - 2017 (Fall)	Assignment/Project	85% of the class produced a portfolio of well crafted photographs.	Achieved Goal	20	19
Program - Fine Arts: General Studio Art (AA)	ART 353	Advanced Black and White Photography	SLO 5	Create a portfolio of well-crafted B&W photographs.	2016 - 2017 (Fall)	Portfolio		Achieved Goal	20	17
Program - Fine Arts: General Studio Art (AA)	ART 383	Intermediate Digital Photography	SLO 1	Create an original photographic portfolio.	2016 - 2017 (Fall)	Portfolio	90% were able to create an original portfolio.	Achieved Goal	20	18 This course is cross listed with advanced digital photography (Art 384) and the combination of intermediate and advanced students allows positive interaction between both classes and produces greater success opportunities.

Program - Fine Arts: General Studio Art (AA)	ART 383	Intermediate Digital Photography	SLO 2	Demonstrate through the portfolio effective use of the digital darkroom to produce professional prints.	2016 - 2017 (Fall)	Portfolio	90% The students are able to achieve portfolio success due to the two suites portfolios, allowing acute concentration with the assignments 80% success rate.	Achieved Goal	20	18	Continue the 2 suite assignment structure.
Program - Fine Arts: General Studio Art (AA)	ART 383	Intermediate Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio		Achieved Goal	20	16	
Program - Fine Arts: General Studio Art (AA)	ART 383	Intermediate Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Assignment/Project	70% success rate	Inconclusive	20	14	Send students to the writing lab for help for those who struggle due, to students to llanguage issues.
Program - Fine Arts: General Studio Art (AA)	ART 384	Advanced Digital Photography	SLO 1	Demonstrate, through his or her photographs, a knowledge of an understanding of effective composition.	2016 - 2017 (Fall)	Portfolio	80%	Achieved Goal	10	8	Students are subject to higher standards of composition and visual organization. I plan to add an additional assignment based in developing students understanding of figure ground principals.
Program - Fine Arts: General Studio Art (AA)	ART 384	Advanced Digital Photography	SLO 2	Demonstrate use of the digital darkroom to produce a professional portfolio.	2016 - 2017 (Fall)	Portfolio	90% success rate	Achieved Goal	20	18	
Program - Fine Arts: General Studio Art (AA)	ART 384	Advanced Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	100% Advanced students have has several classes to develop artistic perspective.	Achieved Goal	20	20	
Program - Fine Arts: General Studio Art (AA)	ART 384	Advanced Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Essay	80% were able to write and evaluate their work and the work of professionals inter museum report and verbally during the critique.	Inconclusive	20	16	Results are difficult to assess due to students temperament, introverts tend to do well in the written portions of evaluation, but often have trouble speaking up during critiques. I suspect that the "silent" students are able to provide critical evaluations, but have trouble speaking up in class. I respect their introverted tendencies , and base my evaluations on the written museum reports.
Program - Fine Arts: General Studio Art (AA)	ART 388	Master Photography Portfolio	SLO 1	Create an original photographic portfolio.	2016 - 2017 (Fall)	Portfolio	100% success. Advanced students who take this course have developed proficiency and continue towards mastery.	Achieved Goal	1	1	
Program - Fine Arts: General Studio Art (AA)	ART 388	Master Photography Portfolio	SLO 2	Develop a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	100% Advanced students who take this course have developed proficiency and continue towards mastery.	Achieved Goal	1	1	
Program - Fine Arts: General Studio Art (AA)	ART 388	Master Photography Portfolio	SLO 3	Develop an artistic statement to support their portfolio.	2016 - 2017 (Fall)		100% Advanced students who take this course have developed profeciency and continue towards mastery.	Achieved Goal	1	1	
Program - Fine Arts: General Studio Art (AA)	ART 388	Master Photography Portfolio	SLO 4	Create multiple methods of presenting their portfolio.	2016 - 2017 (Fall)	Portfolio	100% success. They have developed the digital skills to record and display their portfolios in a professional manner.	Achieved Goal	1	1	
Program - Fine Arts: General Studio Art (AA)	ART 388	Master Photography Portfolio	SLO 5	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Assignment/Project	100% were able to write museum report on a photographer of their own choice.	Achieved Goal	1	1	
Program - Fine Arts: General Studio Art (AA)	ART 393	Experimental Photography 3	SLO 2	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	60% A large majority of students were able to write an analysis of a documentary photographer, and did an outstanding job of seeing the point of view and balance of the artist's photographs.	Achieved Goal	5	4	
Program - Fine Arts: General Studio Art (AA)	ART 394	Experimental Photography 4	SLO 1	Demonstrate, through their photographs, a mastery of photographic techniques, including: Infra-red; negative image; multiple imagery; hand-coloring; cyanotype;	2016 - 2017 (Fall)	Portfolio	80% demonstrated their mastery of techniques	Achieved Goal	10	8	Several students have said that there are too many assignment options. I plan to reduce the variety of assignments and let them work with fewer options.
Program - Fine Arts: General Studio Art (AA)	ART 394	Experimental Photography 4	SLO 2	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Assignment/Project	100%	Achieved Goal	2	2	
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Assignment/Project	10 of 11	Achieved Goal	11	10	
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least min number of works	Achieved Goal	11	10	
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least one work	Achieved Goal	11	10	
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 2	Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assembly etc) in a safe and	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10	student success was good

Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 3	Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 4	Create sculptural works that demonstrate understanding of representational, abstract, non-objective or conceptual imagery.	2016 - 2017 (Spring)		10 of 11	Achieved Goal	11	10
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in	2016 - 2017 (Spring)	Assignment/Project	8 of 11 completed written assignment.	Achieved Goal	11	8
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 6	Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Survey	8 of 11 completed the course and passed the class.	Achieved Goal	11	8
Program - Fine Arts: General Studio Art (AA)	ART 405	Sculpture I	SLO 7	Safely utilize tools and specialized equipment.	2016 - 2017 (Spring)	Survey	all student used tools safely. no injuries.	Achieved Goal	11	11
Program - Fine Arts: General Studio Art (AA)	ART 406	Sculpture II	SLO 1	Complete a sculpture by constructing or eliminating material of student's choice. Examples of media are wood, metal stone	2016 - 2017 (Spring)	Assignment/Project	three completed the work. I am waiting to see the fourths work.	Achieved Goal	4	3
Program - Fine Arts: General Studio Art (AA)	ART 406	Sculpture II	SLO 2	Construct works of structural integrity.	2016 - 2017 (Spring)	Assignment/Project	3 of completed the work	Achieved Goal	4	3
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 1	Differentiate clay varieties and ceramic processes	2016 - 2017 (Spring)	Portfolio	completed projects	Achieved Goal	15	14
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 2	Create ceramic forms utilizing pinch, coil, soft slab, hard slab and throwing techniques	2016 - 2017 (Spring)	Portfolio	completed works	Achieved Goal	15	14
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 3	Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them throughout history	2016 - 2017 (Spring)	Portfolio	did project.	Achieved Goal	15	14
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 4	Produce and apply surface treatment to a variety of different forms	2016 - 2017 (Spring)	Assignment/Project	all completed work	Achieved Goal	15	15
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics	2016 - 2017 (Spring)	Essay	Completed written assignment	Achieved Goal	15	14
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 6	Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Discussion	all student participated	Achieved Goal	15	14
Program - Fine Arts: General Studio Art (AA)	ART 411	Ceramics I	SLO 7	Safely handle and use all studio equipment, tools, and materials	2016 - 2017 (Spring)		no serious accidents	Achieved Goal	15	15
Program - Fine Arts: General Studio Art (AA)	ART 412	Ceramics II	SLO 1	Experiment with glazes (various ceramic chemicals).	2016 - 2017 (Spring)	Presentation/Performance	12 of 12 completed at least one blaze test	Achieved Goal	12	12
Program - Fine Arts: General Studio Art (AA)	ART 412	Ceramics II	SLO 2	Demonstrate ability manipulate material to form cohesive clay objects.	2016 - 2017 (Spring)	Portfolio	11 of 12 completed enough to pass class	Achieved Goal	12	11
Program - Fine Arts: General Studio Art (AA)	ART 412	Ceramics II	SLO 3	Apply glazes in an affective and (or) aesthetic manner.	2016 - 2017 (Spring)	Portfolio	11 of 12 completed required work to the standard required	Achieved Goal	12	11
Program - Fire Technology (AS)	FIRE 714	Wildland Fire Control	SLO 1	Explain the unique nature of wildland fires relating to fuels, topography, weather and fire behavior	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27
Program - Fire Technology (AS)	FIRE 714	Wildland Fire Control	SLO 2	Discuss the various approaches to prevent, control and extinguish wildland fires	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Program - Fire Technology (AS)	FIRE 714	Wildland Fire Control	SLO 3	Describe the specific safety considerations connected with wildland firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Program - Fire Technology (AS)	FIRE 714	Wildland Fire Control	SLO 4	Analyze the factors affecting wildland firefighting given the recognized tactics employed to extinguish wildland fires and promote personnel safety issues	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	31

Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	30
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	33
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	43
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	27
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	34
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Program - Fire Technology (AS)	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	30
Program - Fire Technology (AS)	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (AS)	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Fire Technology (AS)	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	28
Program - Fire Technology (AS)	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (AS)	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Fire Technology (AS)	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29

Program - Fire Technology (AS)	FIRE 725	Fire Apparatus and Equipment	SLO 1	Identify fire service apparatus and fire service equipment	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (AS)	FIRE 725	Fire Apparatus and Equipment	SLO 2	Describe fire service apparatus and equipment features and uses	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (AS)	FIRE 725	Fire Apparatus and Equipment	SLO 3	Explain apparatus operations for fire scene/emergency needs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (AS)	FIRE 730	Fire Behavior and Combustion	SLO 1	Identify the fundamental theories of fire behavior and combustion	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Fire Technology (AS)	FIRE 730	Fire Behavior and Combustion	SLO 1	Identify the fundamental theories of fire behavior and combustion	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Fire Technology (AS)	FIRE 730	Fire Behavior and Combustion	SLO 2	Differentiate the various types of extinguishing agents	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Fire Technology (AS)	FIRE 730	Fire Behavior and Combustion	SLO 2	Differentiate the various types of extinguishing agents	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Fire Technology (AS)	FIRE 740	Building Construction for Fire Protection	SLO 1	Identify various classifications of building construction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20
Program - Fire Technology (AS)	FIRE 740	Building Construction for Fire Protection	SLO 1	Identify various classifications of building construction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	44
Program - Fire Technology (AS)	FIRE 740	Building Construction for Fire Protection	SLO 2	Understand theoretical concepts of how fire impacts major types of building construction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (AS)	FIRE 740	Building Construction for Fire Protection	SLO 2	Understand theoretical concepts of how fire impacts major types of building construction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	44
Program - Fire Technology (AS)	FIRE 745	Fire Protection Systems	SLO 1	Identify and describe various types and uses of fire protection systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (AS)	FIRE 745	Fire Protection Systems	SLO 1	Identify and describe various types and uses of fire protection systems	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (AS)	FIRE 745	Fire Protection Systems	SLO 2	Describe the basic elements of a public water supply system as it relates to fire protection	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15

Program - Fire Technology (AS)	FIRE 745	Fire Protection Systems	SLO 2	Describe the basic elements of a public water supply system as it relates to fire protection	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (AS)	FIRE 748	Firefighter Safety & Survival	SLO 1	Identify and explain the 16 life safety initiatives	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	39	37
Program - Fire Technology (AS)	FIRE 748	Firefighter Safety & Survival	SLO 1	Identify and explain the 16 life safety initiatives	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	28
Program - Fire Technology (AS)	FIRE 748	Firefighter Safety & Survival	SLO 2	Understand the concepts of risk management and mitigation as it pertains to emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	39	39
Program - Fire Technology (AS)	FIRE 748	Firefighter Safety & Survival	SLO 2	Understand the concepts of risk management and mitigation as it pertains to emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	31
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	22
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	22

Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (AS)	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27

Program - Fire Technology (AS)	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (CA)	FIRE 714	Wildland Fire Control	SLO 1	Explain the unique nature of wildland fires relating to fuels, topography, weather and fire behavior	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27
Program - Fire Technology (CA)	FIRE 714	Wildland Fire Control	SLO 2	Discuss the various approaches to prevent, control and extinguish wildland fires	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Program - Fire Technology (CA)	FIRE 714	Wildland Fire Control	SLO 3	Describe the specific safety considerations connected with wildland firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Program - Fire Technology (CA)	FIRE 714	Wildland Fire Control	SLO 4	Analyze the factors affecting wildland firefighting given the recognized tactics employed to extinguish wildland fires and promote personnel safety issues	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	28
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	31
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 1	Illustrate the history of the fire service	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	30
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	33
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	43
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 2	Describe the components and development of the fire and emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	27
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	34	34
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Program - Fire Technology (CA)	FIRE 715	Principles of Emergency Services	SLO 3	Recognize careers in fire and emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	33	30

Program - Fire Technology (CA)	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (CA)	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Fire Technology (CA)	FIRE 720	Fire Prevention	SLO 1	Identify laws, codes, ordinances and regulations as they relate to fire prevention	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	28
Program - Fire Technology (CA)	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (CA)	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	30	30
Program - Fire Technology (CA)	FIRE 720	Fire Prevention	SLO 2	Understand code enforcement as it impacts life and property loss	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - Fire Technology (CA)	FIRE 725	Fire Apparatus and Equipment	SLO 1	Identify fire service apparatus and fire service equipment	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (CA)	FIRE 725	Fire Apparatus and Equipment	SLO 2	Describe fire service apparatus and equipment features and uses	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (CA)	FIRE 725	Fire Apparatus and Equipment	SLO 3	Explain apparatus operations for fire scene/emergency needs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (CA)	FIRE 730	Fire Behavior and Combustion	SLO 1	Identify the fundamental theories of fire behavior and combustion	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Fire Technology (CA)	FIRE 730	Fire Behavior and Combustion	SLO 1	Identify the fundamental theories of fire behavior and combustion	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Fire Technology (CA)	FIRE 730	Fire Behavior and Combustion	SLO 2	Differentiate the various types of extinguishing agents	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	25	25
Program - Fire Technology (CA)	FIRE 730	Fire Behavior and Combustion	SLO 2	Differentiate the various types of extinguishing agents	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	16	15
Program - Fire Technology (CA)	FIRE 740	Building Construction for Fire Protection	SLO 1	Identify various classifications of building construction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	20

Program - Fire Technology (CA)	FIRE 740	Building Construction for Fire Protection	SLO 1	Identify various classifications of building construction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	44
Program - Fire Technology (CA)	FIRE 740	Building Construction for Fire Protection	SLO 2	Understand theoretical concepts of how fire impacts major types of building construction	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (CA)	FIRE 740	Building Construction for Fire Protection	SLO 2	Understand theoretical concepts of how fire impacts major types of building construction	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	44
Program - Fire Technology (CA)	FIRE 745	Fire Protection Systems	SLO 1	Identify and describe various types and uses of fire protection systems	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (CA)	FIRE 745	Fire Protection Systems	SLO 1	Identify and describe various types and uses of fire protection systems	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (CA)	FIRE 745	Fire Protection Systems	SLO 2	Describe the basic elements of a public water supply system as it relates to fire protection	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	15	15
Program - Fire Technology (CA)	FIRE 745	Fire Protection Systems	SLO 2	Describe the basic elements of a public water supply system as it relates to fire protection	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (CA)	FIRE 748	Firefighter Safety & Survival	SLO 1	Identify and explain the 16 life safety initiatives	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	39	37
Program - Fire Technology (CA)	FIRE 748	Firefighter Safety & Survival	SLO 1	Identify and explain the 16 life safety initiatives	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	28
Program - Fire Technology (CA)	FIRE 748	Firefighter Safety & Survival	SLO 2	Understand the concepts of risk management and mitigation as it pertains to emergency services	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	39	39
Program - Fire Technology (CA)	FIRE 748	Firefighter Safety & Survival	SLO 2	Understand the concepts of risk management and mitigation as it pertains to emergency services	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	31	31
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 1	Recognize the tools used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	22

Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 2	Discuss the techniques and strategies used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 3	Demonstrate safe practices by using standard safety procedures	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	22
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	24	24
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	17	17
Program - Fire Technology (CA)	FIRE 793	Firefighter I Academy	SLO 4	Demonstrate the use of the tools, techniques and strategies used in firefighting	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 1	Recognize the nature and seriousness of the patient's condition or extent of injuries to assess requirements for emergency medical care;	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27

Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 2	Administer appropriate emergency medical care based on assessment findings of the patient's condition ;	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 3	Employ the proper methods to lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury; and,	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	23	23
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	27	27
Program - Fire Technology (CA)	FIRE 796	Emergency Medical Technician: Basic	SLO 4	Perform safely and effectively the expectations of the job description	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	20	19
Program - Geological Science (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Geological Science (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Geological Science (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Geological Science (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Geological Science (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Geological Science (AS)	CHEM 220	General Chemistry II	SLO 2	Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Geological Science (AS)	CHEM 220	General Chemistry II	SLO 3	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Geological Science (AS)	GEOL 100	Survey of Geology	SLO 5	Identify and describe basic properties of minerals and rocks and understand their importance as Earth resources	2016 - 2017 (Spring)	Assignment/Project	4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments	Achieved Goal	30	24 Quiz grades were averaged for each student that took all 4. Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used. 24/30 or 80% of students were successful with minimum score of 80%. 6 students were not assessed due to too many missing grades. See attached
Program - Geological Science (AS)	GEOL 101	Geology Laboratory	SLO 2	Demonstrate an understanding of geologic concepts and principles by being able to apply these concepts to identify and/or interpret geologic features	2016 - 2017 (Spring)	Exam	48 point written test requiring students to determine earthquake epicenter, magnitude and relative motion from seismograms; and determine plate rates and directions from hot spot volcanic features map – no calculators allowed	Achieved Goal	17	11 17 students took the exam. 11 scored 69% or higher. 6 scored 67% or lower. Although only 65% of students were successful, scoring at least 69% or higher, no changes were recommended considering the large quantity of math operations required, no math prerequisite and no use of calculators.
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 1	Find the derivatives of polynomial, rational, exponential, and logarithmic functions.	2017 - 2018 (Fall)	Other	see doc attached	Achieved Goal	24	24

Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 2	Find the derivatives of functions involving constants, sums, differences, products, quotients, and the chain rule.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 3	Sketch the graph of functions using horizontal and vertical asymptotes, intercepts, and first and second derivatives to determine intervals where the function is increasing and decreasing, maximum and minimum values.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	24
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 4	Analyze the marginal cost, profit and revenue when given the appropriate function.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	22
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 5	Determine maxima and minima in optimization problems using the derivative.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	21
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 6	Use derivatives to find rates of change and tangent lines.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 7	Use calculus to analyze revenue, cost, and profit.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	20
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 8	Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other integration techniques.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	15
Program - Geological Science (AS)	MATH 241	Applied Calculus I	SLO 9	Use integration in business and economics applications.	2017 - 2018 (Fall)	Other	see doc attached to slo 1	Achieved Goal	24	13
Program - Geological Science (AS)	PALN 111	Paleontology Laboratory/Field Studies	SLO 2	Solve quantitative problems associated with plate tectonic rates and/or dinosaur speed.	2016 - 2017 (Spring)	Exam	quiz question requiring 3 calculations: relative stride length, dimensionless speed & actual speed	Did Not Achieve Goal	13	7 7 of the 13 students scored 83% or higher, 6 scored 0 since each calculation used the previous calculation's answer. Recommend next time supplying the stride length instead of requiring the students to measure it using the map scale.
Program - Geological Science (AS)	PALN 111	Paleontology Laboratory/Field Studies	SLO 4	Interpret geologic maps, cross sections and stratigraphic columns.	2016 - 2017 (Spring)	Assignment/Project	2 lab exercises including work with geologic maps, topographic maps, cross-sections and geologic structures	Achieved Goal	15	12 14/15 students completed both labs; 12 with scores of 80% or higher on both, 2 with scores of 80% or higher on 1, 1 student completed only 1 lab & scored less than 80% see attached
Program - Geology (AS-T)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Geology (AS-T)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Geology (AS-T)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated properties.	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Geology (AS-T)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from experiments.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Geology (AS-T)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through explanations and appropriate calculations.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Geology (AS-T)	CHEM 220	General Chemistry II	SLO 2	Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Geology (AS-T)	CHEM 220	General Chemistry II	SLO 3	Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products through explanations and appropriate calculations.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Geology (AS-T)	GEOL 100	Survey of Geology	SLO 5	Identify and describe basic properties of minerals and rocks and understand their importance as Earth resources.	2016 - 2017 (Spring)	Assignment/Project	4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments	Achieved Goal	30	24 Quiz grades were averaged for each student that took all 4. Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used. 24/30 or 80% of students were successful with minimum score of 80%. 6 students were not assessed due to too many missing grades. See attached
Program - Geology (AS-T)	GEOL 101	Geology Laboratory	SLO 2	Demonstrate an understanding of geologic concepts and principles by being able to apply these concepts to identify and/or interpret geologic features.	2016 - 2017 (Spring)	Exam	48 point written test requiring students to determine earthquake epicenter, magnitude and relative motion from seismograms; and determine plate rates and directions from hot spot volcanic features map – no calculators allowed	Achieved Goal	17	11 17 students took the exam. 11 scored 69% or higher. 6 scored 67% or lower. Although only 65% of students were successful, scoring at least 69% or higher, no changes were recommended considering the large quantity of math operations required, no math prerequisite and no use of calculators.

Program - Geology (AS-T)	PALN 110	General Paleontology	SLO 3	Effectively describe multiple lines of evidence that support the theory of evolution by natural selection, plate tectonics theory or the immensity of geologic time.	2016 - 2017 (Spring)	Other	2 homework assignments, 1 quiz, and 1 or 2 5-point test questions on evidence for evolution by natural selection (test score % based on 5 or 10 points possible)	Achieved Goal	25	20 25 students assessed on 4 assignments; 18 did 4/4, 5 did 3/4, 2 did 2/4 20 had an average grade of 82% or better 5 had an average grade of 60-78% see attached
Program - Geology (AS-T)	PALN 110	General Paleontology	SLO 7	Draw appropriate conclusions from the application of scientific principles in interpretation of fossils, minerals, rocks and geologic cross sections	2016 - 2017 (Spring)	Assignment/Project	6 homework assignments and in-class exercises using rocks, sedimentary features & fossils to determine depositional environments, sea level changes and ages	Achieved Goal	16	13 21 students; only 16 that completed at least 4 of the 6 assignments used; 13 scored 80% or higher; 3 scored less than 80% see attached
Program - Geology (AS-T)	PALN 111	Paleontology Laboratory/Field Studies	SLO 2	Solve quantitative problems associated with plate tectonic rates and/or dinosaur speed.	2016 - 2017 (Spring)	Exam	quiz question requiring 3 calculations: relative stride length, dimensionless speed & actual speed	Did Not Achieve Goal	13	7 7 of the 13 students scored 83% or higher, 6 scored 0 since each calculation used the previous calculation's answer. Recommend next time supplying the stride length instead of requiring the students to measure it using the map scale.
Program - Geology (AS-T)	PALN 111	Paleontology Laboratory/Field Studies	SLO 4	Interpret geologic maps, cross sections and stratigraphic columns.	2016 - 2017 (Spring)	Assignment/Project	2 lab exercises including work with geologic maps, topographic maps, cross-sections and geologic structures	Achieved Goal	15	12 14/15 students completed both labs; 12 with scores of 80% or higher on both, 2 with scores of 80% or higher on 1, 1 student completed only 1 lab & scored less than 80% see attached
Program - Group Fitness Instructor (CS)	FITN 116.1	Body Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	156	151 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.1	Body Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments.	Achieved Goal	99	99 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.1	Body Conditioning I	SLO 2	Demonstrate knowledge of various exercises	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	156	156 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Program - Group Fitness Instructor (CS)	FITN 116.1	Body Conditioning I	SLO 2	Demonstrate knowledge of various exercises	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	99	99
Program - Group Fitness Instructor (CS)	FITN 116.2	Body Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	33	32 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.2	Body Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	19	18 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.2	Body Conditioning II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	33	33 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.2	Body Conditioning II	SLO 2	Demonstrate knowledge of various exercises at an intermediate level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	19	19
Program - Group Fitness Instructor (CS)	FITN 116.3	Body Conditioning III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	16	15 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.3	Body Conditioning III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.3	Body Conditioning III	SLO 2	Demonstrate knowledge of various exercises at an advanced level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	16	16 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Program - Group Fitness Instructor (CS)	FITN 116.3	Body Conditioning III	SLO 2	Demonstrate knowledge of various exercises at an advanced level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	5	5
Program - Group Fitness Instructor (CS)	FITN 116.4	Body Conditioning IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.4	Body Conditioning IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.4	Body Conditioning IV	SLO 2	Demonstrate knowledge of various exercises at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 116.4	Body Conditioning IV	SLO 2	Demonstrate knowledge of various exercises at an expert level.	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 134	Track and Trail Aerobics	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Fall)	Pre and Post Test	88% of all students improved in one or more of; body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	Achieved Goal	33	29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.

Program - Group Fitness Instructor (CS)	FITN 334.4	Yoga IV	SLO 2	Demonstrate knowledge of various exercises and yoga poses at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and yoga poses.	Achieved Goal	4	4 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.1	Pilates I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	46	44 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.1	Pilates I	SLO 2	Demonstrate knowledge of various exercises applicable to the study and practice of Pilates at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises applicable to the study and practice of Pilates.	Achieved Goal	46	46 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.2	Pilates II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.2	Pilates II	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of intermediate Pilates.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.3	Pilates III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.3	Pilates III	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Group Fitness Instructor (CS)	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	42
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	27
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 1	Recognize and describe the key components of the Criminal Justice System	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	44	39
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2016 - 2017 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	28	24
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 2	Describe theories of crime and victimization, and discuss their overall costs	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	28

Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 6	Discuss the future of the Criminal Justice System	2017 - 2018 (Fall)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	19	18
Program - History (AA-T)	ADMJ 100	Introduction to the Criminal Justice System	SLO 6	Discuss the future of the Criminal Justice System	2017 - 2018 (Spring)	Survey	Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey.	Achieved Goal	29	29
Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 1	Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.	2017 - 2018 (Fall)	Survey	Anthropology 110 Cultural Anthropology Two sections of cultural anthropology completed self-evaluation forms as follows for 5 SLOs as follows for 86 students: A) Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. 5=13 students 4=36 3=31 2=5 1=0 0=1 13 students felt capable of explaining everything, 36 could explain most the material, 31 felt competent but could not explain it well, 5 felt some level of confusion and 1 student	Achieved Goal	86	80
Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 2	Recognize the methods, theories and perspectives used to study and understand human cultures.	2017 - 2018 (Fall)	Survey	B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 3=28 2=7 1=1 0=0 9 students felt capable of explaining everything, 38 could explain most of it, 28 felt competent but could not explain it to others, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from primarily text chapters 1,2,3,15,16 but also	Achieved Goal	86	75
Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 3	Explain the importance of the ethnographic method in the study of culture.	2017 - 2018 (Fall)	Survey	C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 1=6 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt competent but confusion in one area, 6 felt more confusion and one student felt confused about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of	Achieved Goal	86	59
Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 4	Employ the relativist perspective while discussing cultural variation.	2017 - 2018 (Fall)	Survey	5=11 4=21 3=33 2=12 1=3 0=2 11 students felt capable of explaining everything, 21 could explain most of it, 33 felt competent but could not explain it to others, 12 felt some confusion, 3 felt more confusion and 2 did not learn it at all. The topic of this SLO is primarily from text	Achieved Goal	86	65

Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 5	Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.	2017 - 2018 (Fall)	Survey	D) Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 1=1 0=1 18 students felt competent enough to explain everything, 42 felt they could explain most of it, 15 felt competent but not enough to explain it, 5 felt some level of confusion about	Achieved Goal	86	75
Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 6	Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.	2017 - 2018 (Fall)	Survey	E) Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. 5=14 4=27 3=33 2=6 1=2 0=1 14 students felt competent to explain everything, 27 could explain most, 33 felt competent but could not explain it, 6 felt confusion in at least one area, 2 felt more	Achieved Goal	86	74
Program - History (AA-T)	ANTH 110	Cultural Anthropology	SLO 7	Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.	2017 - 2018 (Fall)	Survey	F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5= 16 4=25 3=21 2=17 1=3 0=1 16 felt competent to explain everything, 25 could explain most of it, 21 felt competent but not able to explain it, 17 felt confused in at least one area, 3 felt more confusion and one student did not learn it at all. The material covered by this SLO would	Achieved Goal	86	62
Program - History (AA-T)	CHIN 111	Elementary Chinese I	SLO 1	Master the pinyin phonetic system. Conduct oral communications with accurate pronunciation and	2016 - 2017 (Fall)	Assignment/Project	All the students assessed were able to meet the SLO.	Achieved Goal	37	37
Program - History (AA-T)	CHIN 111	Elementary Chinese I	SLO 1	Master the pinyin phonetic system. Conduct oral communications with accurate pronunciation and	2016 - 2017 (Fall)	Assignment/Project	All the students who were assessed met SLO.	Achieved Goal	40	40 Provide more exercises on tone differentiation.
Program - History (AA-T)	CHIN 111	Elementary Chinese I	SLO 2	Understand short dialogues and narratives on daily life situations introduced in the textbook and supplementary material	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	39	36 Most of the students met the SLO.
Program - History (AA-T)	CHIN 111	Elementary Chinese I	SLO 3	Comprehend simple reading texts on personal and social matters. Use basic reading strategies to identify categories, main ideas, organizations, and specific details.	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	36	33 Most of the students met the SLO.
Program - History (AA-T)	CHIN 111	Elementary Chinese I	SLO 4	Master strokes and their order, radicals. Write traditional characters, comprehend corelational simplified characters. Employ basic sentence structures and vocabulary, produce	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	35	32 4/5 of the students met the SLO.
Program - History (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 1	Use oral communication skills for everyday topics such as dining, using a library, asking directions, attending a birthday party, seeing a doctor, and dating. Produce accurate	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	32
Program - History (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 2	Understand dialogues, narratives on daily life situations introduced in the textbook and supplementary material, such as ordering food at a restaurant , borrowing and returning books, asking directions, attending a birthday party, seeing a doctor at a clinic, and going	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	33	31
Program - History (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 3	Comprehend reading texts on personal and social matters, such as letters, diaries, stories, advertisements. Use basic reading strategies to identify categories, main ideas, organizations, and specific details.	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	31

Program - History (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 4	Master commonly used traditional characters, comprehend correlational simplified characters. Employ sentence structures and appropriate vocabulary, produce coherent letters, greeting cards, advertisements, diaries, and narratives on selected daily life	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	34	32
Program - History (AA-T)	CHIN 121	Advanced Elementary Chinese I	SLO 5	Recognize and interpret Chinese cultural norms and customs, comparing and contrasting them with mainstream norms and customs in the United States (Cultural)	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	32	31
Program - History (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 1	Speaking: Use fluent oral communication skills on conversations with accurate pronunciation and intonation in everyday situations	2016 - 2017 (Fall)	Assignment/Project	All the students assessed met the SLO.	Achieved Goal	10	10
Program - History (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 2	Listening: Demonstrate understanding of dialogues and narratives on daily life situations introduced in the	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Program - History (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 3	Reading: Comprehend reading texts with idiomatic usage on personal and social matters. Use basic reading strategies to identify categories, main ideas, organizations and specific	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Program - History (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 4	Writing: Master commonly used traditional characters, use the phonetic Pinyin system fluently, and employ common sentence structures and appropriate vocabulary to produce coherent letters, narratives, and advertisements on selected daily	2016 - 2017 (Fall)	Assignment/Project	Most of the students assessed met the SLO.	Achieved Goal	10	9
Program - History (AA-T)	CHIN 122	Advanced Elementary Chinese II	SLO 5	Culture: Describe distinctive features of China, Chinese daily life and cultural aspects.	2016 - 2017 (Fall)	Assignment/Project	All of the students assessed met the SLO.	Achieved Goal	10	10
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - History (AA-T)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	80
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 1	Describe how the law and media inter-relate.	2016 (Summer)	Essay	80% of students correctly identified the inter-relatedness	Achieved Goal	30	28 Continue to provide students with updated law cases
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 10	Evaluate the specific information sources in order to use the most relevant ones for the project/assignment	2016 (Summer)	Assignment/Project	Students are sometimes unsure of how much information they need for the assignment	Achieved Goal	30	24 Continue to provide students with steps to obtaining specific information sources
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 11	Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking	2016 (Summer)	Assignment/Project	Students are sometimes confused by the many different types of resources when analyzing data	Achieved Goal	30	24 Assist students in deciphering the data provided when analyzing
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 12	Organize and use appropriate and credible information/data to support the purposes of a project or	2016 (Summer)	Exam	75% of students were able to learn what processes are helpful for finding credible sources	Achieved Goal	30	27 Continue to help students understand government documents
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 2	Defend and support a position on media regulation and/or ethical issue	2016 (Summer)	Essay	80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner	Achieved Goal	30	28 Continue to work with students on writing a concise thesis
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 3	Compare and contrast U.S. media laws and related court rulings.	2016 (Summer)	Essay	80% of students correctly performed compare and contrast essay	Achieved Goal	30	27 Continue to keep updated on changes in media laws and the effects

Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 4	Explain the legal foundation for Freedom of Speech.	2016 (Summer)	Essay	80% of students correctly identified the foundations	Achieved Goal	30	25	Continue to provide students information with the difference between student speech and free speech
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 5	Distinguish an ethical decision from a legal issue.	2016 (Summer)	Essay	80% of students correctly distinguished the difference between ethical and legal issue	Achieved Goal	30	28	
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 6	Identify the ethical dilemma in a case study and apply ethical theories to consider outcomes.	2016 (Summer)	Forum	80% of students correctly identified an ethical dilemma and included considered outcomes	Achieved Goal	30	27	Include additional assignments to include all five different approaches to thinking ethically.
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 7	Information Competency	2016 (Summer)	Exam	100% of students achieved but will continue to work with students in identifying confusing resources	Achieved Goal	30	30	Add the importance of information competency skills in the work place to assignments
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 8	Identify and access information resources, such as library databases, collections, or Web sites appropriate to the field.	2016 (Summer)	Exam	90% of students felt confident accessing information resources	Achieved Goal	30	28	Schedule library tours during class rather than an assignment. Include librarians as guest speakers in class
Program - History (AA-T)	DGME 102	Media Law and Ethics	SLO 9	Demonstrate effective search strategies that yield specific information sources, such as articles, books, Web pages, etc., appropriate to the subject being researched.	2016 (Summer)	Exam	80% of students should correctly broaden or narrowed a search using Boolean operators (AND, NOT and OR) and truncation. At the beginning of the course 50% were not sure how to use an index (e.g. catalog, database, etc.).	Achieved Goal	30	30	Continue to include different approaches to gathering sources
Program - History (AA-T)	HIST 100	History of Western Civilization I	SLO 1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - History (AA-T)	HIST 100	History of Western Civilization I	SLO 2	Analyze the concept of the West.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - History (AA-T)	HIST 100	History of Western Civilization I	SLO 3	Analyze changes in political, social, and economic organization in the western world and explain their historical significance.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - History (AA-T)	HIST 100	History of Western Civilization I	SLO 4	Explain the historical significance of major discoveries, inventions, and scientific achievements.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - History (AA-T)	HIST 100	History of Western Civilization I	SLO 5	Explain the historical significance in art, architecture, and literature.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21	
Program - History (AA-T)	HIST 201	United States History I	SLO 2	Apply basic historical methodology, terminology and skills.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45	
Program - History (AA-T)	HIST 201	United States History I	SLO 3	Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45	
Program - History (AA-T)	HIST 201	United States History I	SLO 4	Demonstrate an understanding of the United States' political, scientific, technological, economic and cultural evolutions in a global context.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45	

Program - History (AA-T)	HIST 201	United States History I	SLO 5	Analyze the historical roots of contemporary social, economic, political, religious, legal, constitutional, environmental and cultural issues.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Program - History (AA-T)	HIST 201	United States History I	SLO 6	Trace and explain the development of democratic ideals and practices, as well as representative institutions, and the forces which nurtured them from the colonial period to 1877.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Program - History (AA-T)	HIST 201	United States History I	SLO 7	Analyze major political trends, attitudes, conflicts and events--including both mainstream and reform efforts--and explain their historical significance.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (48% "succeeded") - however, when accounting for students who did not turn in an essay to grade (32/49), the success rate jumps to 72% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have	Inconclusive	94	45
Program - History (AA-T)	HIST 202	United States History II	SLO 2	Demonstrate an understanding of U.S. history through the analytical categories of race, class, gender and ethnicity.	2016 - 2017 (Spring)	Exam	68 % of students successfully demonstrated the ability to demonstrate an understanding of historical events through the analytical categories of race, class, gender and ethnicity. While the average class grade was 77%, there were 10 students who were not able to demonstrate, at mid-term, that they could not effectively use these analytical categories effectively.	Did Not Achieve Goal	33	22 While many students are clearly mastering the ability to use the analytical categories of race, class, gender and ethnicity effectively, more attention needs to be given to students who are not achieving this SLO. Paying more attention to disaggregated student data will be very helpful in identifying the various factors that are influencing student performance. Perhaps we are assuming a level of familiarity with these categories that not all students have. For example, students who are new to the United States or come from a culture without significant racial, class, and ethnic diversity may be far more unfamiliar with these categories than we assume. Similarly, students who do not have strong critical reading/listening skills may be struggling to master these analytical categories because we are not presenting them in a manner than they can fully comprehend them. Regardless, there are many pedagogical tools to improve our delivery of this SLO. Also, continued efforts to connect students with the Learning Center might help.
Program - History (AA-T)	HIST 202	United States History II	SLO 5	Analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts—and explain their historical significance.	2016 - 2017 (Spring)	Assignment/Project	SLO 5 and SLO 6 were assessed as a component on a analytical research essay on social justice in modern America. In order to successful complete the research essay, students had to identify, research using primary sources and scholarly secondary sources, an issue of social justice. To do this, students had to examine their selected topic in the larger context of inequity. They had to examine the historical roots of that inequity, explore who maintained that inequity, and who fought against it, thereby contextualizing their topic in terms of reform movements and mainstream political, cultural, and economic life. Students who completed the research essay were successful since they had to rewrite their essay and resubmit until they received a passing grade.	Achieved Goal	36	32 Overall, students demonstrated the ability to analyze major political trends, attitudes, conflicts and events—including both mainstream and reform efforts, and were able to explain their historical significance. However, success rates were strongly determined by the fact that students were required to submit research proposals, bibliographies of primary and secondary materials, and to submit drafts of their research essays for review. Essays were edited carefully by the instructor in terms of analysis, sources, content, grammar and style. Students had to revise and resubmit their work until they had earned a C or higher. Many students went through the revision process as many as three times. Also, students had the entire semester to work on their research essays. Had the time been shorter or the oversight less intrusive, it is unlikely that students would have produced the same results on first draft.

Program - History (AA-T)	HIST 310	California History	SLO 2	Explain the role of geography as a delineating factor in the unique historical growth, economic power, and ethnic diversity of California.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (52% "succeeded") - however, when accounting for students who did not turn in an essay to grade (13/17), the success rate jumps to 89%	Inconclusive	36	19
Program - History (AA-T)	HIST 310	California History	SLO 3	Explain the evolution and development of the state government and the constitution of California from 1850 to recent times as well as the role played by state government in the development.	2016 - 2017 (Fall)	Exam	students overall did well on this SLO (72% "succeeded") - without demonstrating a before/after through prior exams, it is difficult to see where exactly students fell short of these concepts	Achieved Goal	36	26
Program - History (AA-T)	HIST 310	California History	SLO 4	Demonstrate a college-level knowledge of chronology and factual material necessary to explain major historical trends in the region's development.	2016 - 2017 (Fall)	Essay	students overall fell short on this SLO (52% "succeeded") - however, when accounting for students who did not turn in an essay to grade (13/17), the success rate jumps to 89%	Inconclusive	36	19
Program - History (AA-T)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - History (AA-T)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - History (AA-T)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research.	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - History (AA-T)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - History (AA-T)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental approaches to the study of behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 1	Identify and distinguish theoretical approaches to the study of behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	32
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 2	Identify and distinguish strengths and weakness of scientific method as applied to examination of issues in psychology.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	28
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 3	Identify and distinguish primary models describing topics examined in psychology to real world concerns.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	27
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 4	Apply theory and models in psychology to real world concerns.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	31
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 5	Describe the methods used to study behavior and mental processes.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	25
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 6	Use scientific terminology in reference to cognitive aspects of behavior and mental processes.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	35
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 7	Identify aspects of information processing model of behavior and Describe how theory and application of theory in the experimental setting alter predictions made by information processing models.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	37
Program - History (AA-T)	PSYC 105	Experimental Psychology	SLO 8	Describe how theory and application of theory in the experimental setting alter predictions made by information processing models.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	36
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 1	Identify major Marriage & Family sociological and psychological theories, research, assessments, and applications to the social institution of the family; examining the basic structure of relationships and family.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	28
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 2	Identify the family from a cross-cultural, political, and historical perspective; applying the theories, research, assessments, and applications to student personal relationships and family.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	32
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 3	Demonstrate an understating of the intersections among gender, ethnicity, class, race, status, and sexuality within the family; applying the course concepts, definitions, examples, facts, and information from articles in the news to student's personal and family relationships.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	40	30
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 4	Examine age, gender, and socialization within the family; completing interactive self-assessments on marriage and family issues and using them to recognize and analyze students own personal relationships.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	26
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 5	Identify and demonstrate an understanding of the various kinship and family arrangements; completing a systematic analysis, problem solving, and action planning process on student's own relationships and family plans.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	30
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 6	Develop, implement, and track results on personal relationship, marriage, and family plans.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	31
Program - History (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 7	Plan and execute a team presentation dramatizing key course insights on effective communication, relationships and sexuality.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	33

Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 1	Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them)	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	77
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 2	Analyze elements of a scientific approach to understanding human development in a biosychosocial	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	75
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 3	Identify biological, psychological, and sociocultural influences on lifespan development	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	88
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 4	Describe the ways in which psychological principles and research apply to real world problems and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	62
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 5	Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by neurobiological	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	88
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 6	Identify and describe the techniques and methods used by developmental psychologists to study human development	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	73
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 7	Identify and describe classic and contemporary theories and research in lifespan psychology.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	73
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 8	Describe the developing person at different periods of the lifespan.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	66
Program - History (AA-T)	PSYC 200	Developmental Psychology	SLO 9	Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	97
Program - History (AA-T)	PSYC 201	Child Development	SLO 1	Identify and distinguish approaches to the study of human developmental psychology from conception and through adolescence.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	32
Program - History (AA-T)	PSYC 201	Child Development	SLO 2	Identify the strengths and challenges of using the scientific method in examining issues of developmental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	28
Program - History (AA-T)	PSYC 201	Child Development	SLO 3	Identify and distinguish primary models used in the study of human developmental psychology.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	31
Program - History (AA-T)	PSYC 201	Child Development	SLO 4	Apply human development theory and models of psychological science to analyze real world concerns	2016 - 2017 (Fall)		See Program Review	Achieved Goal	40	34
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 1	Define and use basic biological, physiological, and psychological terminology of the neurosciences	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	45
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 2	Differentiate among specialty areas within Biological Psychology and the related disciplines within the Neurosciences and the types of research that characterize the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 3	Summarize the major issues in human evolution, genetics, and behavioral development that underlie the philosophy of behavior ?	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	37
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 4	Generate and explicate concrete examples of invasive vs. noninvasive research methods and the general principles of research ethics for the study of animals and human beings, including the research safeguards and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	43
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 5	Explain scientific approaches used in methodologies for the study of brain-behavior relationships.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	47
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 6	Explain the general anatomy and physiology of the nervous system and its relationship to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 7	Describe neural conduction and synaptic transmission.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 8	Discuss the role of the neuroendocrine system as it relates to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	38
Program - History (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 9	Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, motivation, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 1	Define basic psychological, biological, and physiological terminology to describe adjustment and psycho-social development across the lifespan; applying key personality theories,	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	28
Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 2	Apply concrete examples of psychological perspectives and applications underlying psycho-social adjustment and personal growth; identify key ideas on Personality of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	25

Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 3	Explain specific research methods and the general principles of research ethics for the study of man, including the safeguards and the peer-review process in science; applying the theories, research, assessments, and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	21
Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 4	Demonstrate an understanding of psychological principles and develop insightful interpersonal, occupational, and social skills for enhanced personal growth; applying the course concepts, definitions, examples, and facts to	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	23
Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 5	Demonstrate an understanding between individual and sociocultural differences as applied to psychology of adjustment; completing personality scales and using them to analyze	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	25
Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 6	Complete a systematic analysis on the personalities of others.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	27
Program - History (AA-T)	PSYC 225	Theories of Personality	SLO 7	Develop and implement a systematic personality enhancement action plan.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	21
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 1	Analyze elements of a scientific approach to understanding human behavior in a psycho-social context; identifying Social Psychology theories, research and applications	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	27
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 2	Apply the theories, research, and applications to self and to others; identifying biological and cultural influences on social behavior	2016 - 2017 (Fall)		See program review	Achieved Goal	30	24
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 3	Apply the course concepts, definitions, examples, and facts to student Flexible & Acting Self and to Groups and Others; examining individual differences and sociocultural	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	20
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 4	Define the major scientific studies which form the basis for current theories of social psychology; completing Self-Analysis assessment worksheets and using them to analyze	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	21
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 5	Demonstrate and understanding of principles from social psychological research regarding the application to real world issues and problems; completing MSG-My Social Group analysis worksheets and using them to	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	26
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 6	Identify and apply models of intervention into social behavior designed to address social problems such as racial, gender ethnic, special needs, and cultural differences; developing and implementing a	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	25
Program - History (AA-T)	PSYC 300	Social Psychology	SLO 7	Complete an analysis on an in-class group, and make a team presentation on the structure and dynamics of the group, demonstrating an understanding of basic concepts and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	28
Program - History (AA-T)	PSYC 410	Abnormal Psychology	SLO 1	Demonstrate knowledge of terminology used to define and describe abnormal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - History (AA-T)	PSYC 410	Abnormal Psychology	SLO 2	Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of neurobehavioral disorders	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	47
Program - History (AA-T)	PSYC 410	Abnormal Psychology	SLO 3	Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	43
Program - History (AA-T)	PSYC 410	Abnormal Psychology	SLO 4	Demonstrate knowledge of assessment measures and their applications within the field of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - History (AA-T)	PSYC 410	Abnormal Psychology	SLO 5	Compare and contrast core theories and treatment modalities as applied to major psychological disorders.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	44
Program - History (AA-T)	PSYC 410	Abnormal Psychology	SLO 6	Demonstrate the ability to apply the course concepts to case studies.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	55	48
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.

Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - History (AA-T)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - History (AA-T)	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	38 of 45 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam. Those that did not succeed did not attend the exam.	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Spring)	Exam	33 of 44 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	44	33 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	38 of 45 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend the exam.	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Spring)	Essay	33 of 44 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	44	34 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	38 of 45 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam.	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	33 of 44 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam.	Achieved Goal	34	44 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 112	Elementary Spanish II	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 112	Elementary Spanish II	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	2 of 2 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 112	Elementary Spanish II	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend the exam.	Achieved Goal	2	2
Program - History (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed did not attend the exam.	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed did not attend the exam.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Fall)	Essay	18 of 21 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend the exam.	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - History (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Spring)	Essay	15 of 16 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.

Program - History (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam and the final exam. Those that did not succeed	Achieved Goal	18	
Program - History (AA-T)	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam and the final exam. Those that did not succeed	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Human Resources Management (CS)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Human Resources Management (CS)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individuals, teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Human Resources Management (CS)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.
Program - Human Resources Management (CS)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Human Resources Management (CS)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation.	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Human Resources Management (CS)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual	2016 - 2017 (Spring)	Forum	86% were able to articulate required topics. Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Human Resources Management (CS)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Human Resources Management (CS)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Human Resources Management (CS)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Human Resources Management (CS)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Human Resources Management (CS)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.

Program - Human Resources Management (CS)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32	For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 1	Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.	2017 - 2018 (Fall)	Survey	Anthropology 110 Cultural Anthropology Two sections of cultural anthropology completed self-evaluation forms as follows for 5 SLOs as follows for 86 students: A) Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. 5=13 students 4=36 3=31 2=5 1=0 0=1 13 students felt capable of explaining everything, 36 could explain most the material, 31 felt competent but could not explain it well, 5 felt some level of confusion and 1 student	Achieved Goal	86	80	
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 2	Recognize the methods, theories and perspectives used to study and understand human cultures.	2017 - 2018 (Fall)	Survey	B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 3=28 2=7 1=1 0=0 9 students felt capable of explaining everything, 38 could explain most of it, 28 felt competent but could not explain it to others, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from primarily text chapters 1,2,3,15,16 but also	Achieved Goal	86	75	
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 3	Explain the importance of the ethnographic method in the study of culture.	2017 - 2018 (Fall)	Survey	C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 1=6 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt competent but confusion in one area, 6 felt more confusion and one student felt confused about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of	Achieved Goal	86	59	
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 4	Employ the relativist perspective while discussing cultural variation.	2017 - 2018 (Fall)	Survey	5=11 4=21 3=33 2=12 1=3 0=2 11 students felt capable of explaining everything, 21 could explain most of it, 33 felt competent but could not explain it to others, 12 felt some confusion, 3 felt more confusion and 2 did not learn it at all. The material for this SLO is primarily from text	Achieved Goal	86	65	

Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 5	Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.	2017 - 2018 (Fall)	Survey	D) Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 1=1 0=1 18 students felt competent enough to explain everything, 42 felt they could explain most of it, 15 felt competent but not enough to explain it, 5 felt some level of confusion about	Achieved Goal	86	75
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 6	Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.	2017 - 2018 (Fall)	Survey	E) Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. 5=14 4=27 3=33 2=6 1=2 0=1 14 students felt competent to explain everything, 27 could explain most, 33 felt competent but could not explain it, 6 felt confusion in at least one area, 2 felt more	Achieved Goal	86	74
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	ANTH 110	Cultural Anthropology	SLO 7	Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.	2017 - 2018 (Fall)	Survey	F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5= 16 4=25 3=21 2=17 1=3 0=1 16 felt competent to explain everything, 25 could explain most of it, 21 felt competent but not able to explain it, 17 felt confused in at least one area, 3 felt more confusion and one student did not learn it at all. The material covered by this SLO would	Achieved Goal	86	62
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4	Achieved Goal	10	10
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3	Achieved Goal	36	35
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2016 - 2017 (Spring)	Essay	4	Achieved Goal	10	10
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination and stereotyping	2016 - 2017 (Spring)	Exam	4	Achieved Goal	10	10
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity, and discriminatory word choice	2016 - 2017 (Spring)	Assignment/Project	3.7	Achieved Goal	10	10
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8	Achieved Goal	10	10
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	HIST 100	History of Western Civilization I	SLO 1	Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21

Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	HIST 100	History of Western Civilization I	SLO 2	Analyze the concept of the West.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	HIST 100	History of Western Civilization I	SLO 3	Analyze changes in political, social, and economic organization in the western world and explain their historical significance.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	HIST 100	History of Western Civilization I	SLO 4	Explain the historical significance of major discoveries, inventions, and scientific achievements.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	HIST 100	History of Western Civilization I	SLO 5	Explain the historical significance in art, architecture, and literature.	2016 - 2017 (Fall)	Essay	students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disaggregate student of achievements on each SLO the assessment is superficial	Achieved Goal	29	21
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	LIT. 430	Greek Mythology and Classical Literature	SLO 1	Demonstrate familiarity with a variety of representative works from Greek mythology and Greek classical literature, identifying major literary, cultural and historical themes.	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	LIT. 430	Greek Mythology and Classical Literature	SLO 2	Present a critical, independent analysis of themes in one or more works of Greek mythology or Greek classical literature in the form of a project, paper, or presentation.	2016 - 2017 (Spring)	Assignment/Project	see program review	Achieved Goal	25	24
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	PLSC 110	Contemporary Foreign Governments	SLO 1	Discuss various regime types and their central features.	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #1 correctly.	Achieved Goal	20	14
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	PLSC 110	Contemporary Foreign Governments	SLO 2	Effectively communicate the impact of state and non-state actors on the development and implementation of policy in different regime types and political systems, utilizing the communication method.	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #2 correctly.	Achieved Goal	20	14
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	PLSC 110	Contemporary Foreign Governments	SLO 3	Critically analyze political theories and ideologies regarding the stability of regimes and transitions from one regime type to another.	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #3 correctly.	Achieved Goal	20	14
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	PLSC 110	Contemporary Foreign Governments	SLO 4	Discuss the impact of regional, historical, ethnic, cultural and economic diversity on political institutions, issues and policy.	2016 - 2017 (Fall)		14 out of 20 students (70%) earned a passing grade on the term paper associated with SLO #4.	Achieved Goal	20	14
Program - Interdisciplinary Studies, Option 1: Intercultural Studies (AA)	PLSC 110	Contemporary Foreign Governments	SLO 5	Evaluate ethical issues and conflicts inherent to political issues.	2016 - 2017 (Fall)		14 out of 20 students (70%) answered the questions associated with SLO #5 correctly.	Achieved Goal	20	14
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2016 - 2017 (Spring)	Survey	This objective is successful.	Achieved Goal	28	25
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2016 - 2017 (Spring)	Exam	From 2014 to 2017 I added a quiz to have students examine graphic data. In 2014 I introduced a prompt sheet on interpretation of graphics. I also emphasized examination of graphics in the updated lectures during this period. Class announcements and "What's Happening" videos mentioned studying graphic examples of the course material. From 2014 to 2017 the success rates on the	Achieved Goal	98	65 The addition of a prompt sheet and calling attention to the graphics tools and data in the course material seems to be successful.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continue to report on the survey that they have interest and express new learning on ethics for responsible use of natural resources. No change on end of course survey this year.	Achieved Goal	25	23

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continued to score highly on essays for this SLO, as last year.	Achieved Goal	25	23
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to liability/tax issues	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	131
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose.	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines.	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological audience analysis.	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological audience analysis.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication.	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/ or communication.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 1	Describe how the law and media inter-relate.	2016 (Summer)	Essay	80% of students correctly identified the inter-relatedness	Achieved Goal	30	28 Continue to provide students with updated law cases
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 10	Evaluate the specific information sources in order to use the most relevant ones for the project/assignment	2016 (Summer)	Assignment/Project	Students are sometimes unsure of how much information they need for the assignment	Achieved Goal	30	24 Continue to provide students with steps to obtaining specific information sources
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 11	Analyze and interpret technical and non-technical information/data from reliable sources using critical thinking strategies.	2016 (Summer)	Assignment/Project	Students are sometimes confused by the many different types of resources when analyzing data	Achieved Goal	30	24 Assist students in deciphering the data provided when analyzing
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 12	Organize and use appropriate and credible information/data to support the purposes of a project or assignment	2016 (Summer)	Exam	75% of students were able to learn what processes are helpful for finding credible sources	Achieved Goal	30	27 Continue to help students understand government documents
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 2	Defend and support a position on media regulation and/or ethical issue	2016 (Summer)	Essay	80% of students successfully investigated a topic; collected, generated, and evaluated evidence; and established a position on the topic in a concise manner	Achieved Goal	30	28 Continue to work with students on writing a concise thesis
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 3	Compare and contrast U.S. media laws and related court rulings.	2016 (Summer)	Essay	80% of students correctly performed compare and contrast essay	Achieved Goal	30	27 Continue to keep updated on changes in media laws and the effects
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 4	Explain the legal foundation for Freedom of Speech.	2016 (Summer)	Essay	80% of students correctly identified the foundations	Achieved Goal	30	25 Continue to provide students information with the difference between student speech and free speech
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 5	Distinguish an ethical decision from a legal issue.	2016 (Summer)	Essay	80% of students correctly distinguished the difference between ethical and legal issue	Achieved Goal	30	28
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 6	Identify the ethical dilemma in a case study and apply ethical theories to consider outcomes.	2016 (Summer)	Forum	80% of students correctly identified an ethical dilemma and included considered outcomes	Achieved Goal	30	27 Include additional assignments to include all five different approaches to thinking ethically.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 7	Information Competency	2016 (Summer)	Exam	100% of students achieved but will continue to work with students in identifying confusing resources	Achieved Goal	30	30 Add the importance of information competency skills in the work place to assignments

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 8	Identify and access information resources, such as library databases, collections, or Web sites appropriate to the field.	2016 (Summer)	Exam	90% of students felt confident accessing information resources	Achieved Goal	30	28 Schedule library tours during class rather than an assignment. Include librarians as guest speakers in class
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	DGME 102	Media Law and Ethics	SLO 9	Demonstrate effective search strategies that yield specific information sources, such as articles, books, Web pages, etc., appropriate to the subject being researched.	2016 (Summer)	Exam	80% of students should correctly broaden or narrow a search using Boolean operators (AND, NOT and OR) and truncation. At the beginning of the course 50% were not sure how to use an index (e.g. catalog, database, etc.).	Achieved Goal	30	30 Continue to include different approaches to gathering sources
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 1	Apply critical thinking and reading skills to arguments presented in a variety of forms, in order to analyze and evaluate them.	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 2	Write fluent essays that demonstrate an understanding of the different positions in a complex argument, and that present an effective, nuanced, logically based discussion	2016 - 2017 (Spring)	Essay	see program review	Achieved Goal	24	18
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	ENGL 165	Composition, Argument, and Critical Thinking	SLO 3	Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through library research. (Secondary sources are not included for all sections)	2016 - 2017 (Spring)		see program review	Achieved Goal	24	18
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	73	13
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	39
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	31
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	28
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	33
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions.	Inconclusive	219	142
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	31
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information.	Inconclusive	219	116
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	27
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	78
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other		Achieved Goal	73	56
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	30
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	62
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other		Achieved Goal	73	50
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	35
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	36
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see attached to SLO 1	Achieved Goal	85	48
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other		Achieved Goal	73	58
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	33
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other		Achieved Goal	73	54
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	38

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	59
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other		Achieved Goal	73	65
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	46
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	39
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability>>Statistics Sp 2018	Achieved Goal	52	26
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	43
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic.	Inconclusive	219	145
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	43
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other		Achieved Goal	73	61
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability-&->Statistics Sp 2018	Achieved Goal	52	42
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental analysis.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral data.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 1	Analyze elements of a scientific approach to understanding human behavior in a psycho-social context; identifying Social Psychology theories, research and applications.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	27
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 2	Apply the theories, research, and applications to self and to others; identifying biological and cultural influences on social behavior.	2016 - 2017 (Fall)		See program review	Achieved Goal	30	24
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 3	Apply the course concepts, definitions, examples, and facts to student Flexible & Acting Self and to Groups and Others; examining individual differences and sociocultural	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	20

Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 4	Define the major scientific studies which form the basis for current theories of social psychology; completing Self-Analysis assessment worksheets and using them to analyze	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	21
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 5	Demonstrate and understanding of principles from social psychological research regarding the application to real world issues and problems; completing MSG-My Social Group analysis worksheets and using them to	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	26
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 6	Identify and apply models of intervention into social behavior designed to address social problems such as racial, gender ethnic, special needs, and cultural differences; developing and implementing a	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	25
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	PSYC 300	Social Psychology	SLO 7	Complete an analysis on an in-class group, and make a team presentation on the structure and dynamics of the group; demonstrating an understanding of basic concepts and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	28
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 1	Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.	2017 - 2018 (Fall)	Survey	Anthropology 110 Cultural Anthropology Two sections of cultural anthropology completed self-evaluation forms as follows for 5 SLOs as follows for 86 students: A) Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. 5=13 students 4=36 3=31 2=5 1=0 0=1 13 students felt capable of explaining everything, 36 could explain most the material, 31 felt competent but could not explain it well, 5 felt some level of confusion and 1 student	Achieved Goal	86	80

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 2	Recognize the methods, theories and perspectives used to study and understand human cultures.	2017 - 2018 (Fall)	Survey	B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 3=28 2=7 1=1 0=0 9 students felt capable of explaining everything, 38 could explain most of it, 28 felt competent but could not explain it to others, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from primarily text chapters 1,2,3,15,16 but also	Achieved Goal	86	75
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 3	Explain the importance of the ethnographic method in the study of culture.	2017 - 2018 (Fall)	Survey	C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 1=6 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt competent but confusion in one area, 6 felt more confusion and one student felt confused about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of	Achieved Goal	86	59
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 4	Employ the relativist perspective while discussing cultural variation.	2017 - 2018 (Fall)	Survey	5=11 4=21 3=33 2=12 1=3 0=2 11 students felt capable of explaining everything, 21 could explain most of it, 33 felt competent but could not explain it to others, 12 felt some confusion, 3 felt more confusion and 2 did not learn it at all.	Achieved Goal	86	65
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 5	Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.	2017 - 2018 (Fall)	Survey	D) Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 1=1 0=1 18 students felt competent enough to explain everything, 42 felt they could explain most of it, 15 felt competent but not enough to explain it, 5 felt some level of confusion about	Achieved Goal	86	75
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 6	Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.	2017 - 2018 (Fall)	Survey	E) Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. 5=14 4=27 3=33 2=6 1=2 0=1 14 students felt competent to explain everything, 27 could explain most, 33 felt competent but could not explain it, 6 felt confusion in at least one area, 2 felt more	Achieved Goal	86	74

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	ANTH 110	Cultural Anthropology	SLO 7	Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.	2017 - 2018 (Fall)	Survey	F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5= 16 4=25 3=21 2=17 1=3 0=1 16 felt competent to explain everything, 25 could explain most of it, 21 felt competent but not able to explain it, 17 felt confused in at least one area, 3 felt more confusion and one student did not learn it at all. The material covered by this SLO would be based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	86	62
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 1	Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, community and ecosystem	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 1	Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, community and ecosystem	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 2	Explain life processes at different levels, from metabolism to evolution.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 2	Explain life processes at different levels, from metabolism to evolution.	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 3	Understand the application of the scientific method in investigations of biological phenomena, and in the evaluation of current issues in biology.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 3	Understand the application of the scientific method in investigations of biological phenomena, and in the evaluation of current issues in biology.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 4	Use critical thinking and logical reasoning skills in the study of living organisms, and in the completion of course assignments.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 4	Use critical thinking and logical reasoning skills in the study of living organisms, and in the completion of course assignments.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 5	Understand and explain interrelationships of living organisms.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 100	Introduction to the Life Sciences	SLO 5	Understand and explain interrelationships of living organisms.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2016 - 2017 (Spring)	Survey	This objective is successful.	Achieved Goal	28	25
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 1	Explain the fundamental importance of land and other natural resource conservation.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2016 - 2017 (Spring)	Exam	From 2014 to 2017 I added a quiz to have students examine graphic data. In 2014 I introduced a prompt sheet on interpretation of graphics. I also emphasized examination of graphics in the updated lectures during this period. Class announcements and "What's Happening" videos mentioned studying graphic examples of the course material. From 2014 to 2017 the success rates on the	Achieved Goal	98	65
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 2	Discuss scientific principles as they pertain to conservation of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continue to report on the survey that they have interest and express new learning on ethics for responsible use of natural resources. No change on end of course survey this year	Achieved Goal	25	23
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 3	Explore how to acquire an ethic for responsible use of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2016 - 2017 (Spring)	Survey	Students continued to score highly on essays for this SLO, as last year.	Achieved Goal	25	23
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 102	Environmental Science and Conservation	SLO 4	Possess knowledge or skills related to the sustainable development of land and other natural resources.	2017 - 2018 (Fall)	Other	Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C).	Achieved Goal	34	32
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	74
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	65 Assess SLO in next cycle
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	62 Analyze outcomes in next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Spring)	Other	he five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	45 Assess SLO in next cycle
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	45 Analyze outcomes in next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	47 Assess SLO in next cycle
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	47 Analyze outcomes in next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	65
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	54 Assess SLO in next cycle
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	54 Analyze outcomes in next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	70
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	59 Assess SLO in next cycle
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	59 Analyze outcomes in next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 1	Describe plant structure and its relationship to function at all levels, cellular, tissue, organ, population, community, and ecosystem.	2016 - 2017 (Fall)	Exam	Students who completed the class, were able to describe and apply this SLO.	Achieved Goal	25	21 Students who passed the class, accomplished SLO.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 1	Describe plant structure and its relationship to function at all levels, cellular, tissue, organ, population, community, and ecosystem.	2016 - 2017 (Spring)	Exam	SLO achieved by students passing the class with C or better	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 2	Explain the role of plants in the development of human civilization, including the role of plants as primary food source for humans, and their role in ecosystem services	2016 - 2017 (Fall)	Other	Students achieved SLO	Achieved Goal	25	21 Students who completed the class met this SLO.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 2	Explain the role of plants in the development of human civilization, including the role of plants as primary food source for humans, and their role in ecosystem services	2016 - 2017 (Spring)	Exam	Students who completed the class with C or better met SLO # 2	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who pass the test achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Assess SLO in the next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class, were able to describe and apply this SLO.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 This is a good SLO for this class.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 3	Explain life plant processes at all levels, from plant metabolism to evolution.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Fall)	Essay	Students who passes the class achieved SLO.	Achieved Goal	25	21 Assess SLO in the next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Fall)	Essay	Students who passes the class achieved SLO.	Achieved Goal	25	21 Students who completed the class, were able to describe and apply this SLO. Continue to improve ways to engage all students in class.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 4	Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments.	2016 - 2017 (Spring)	Assignment/Project	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 5	Apply the scientific method to investigate biological phenomena, and evaluate current issues related to plants.	2016 - 2017 (Fall)	Assignment/Project	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO. Assess SLO in the next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 5	Apply the scientific method to investigate biological phenomena, and evaluate current issues related to plants.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 6	Understand and explain the role of plants in ecology, evolution, and the diversity of life.	2016 - 2017 (Fall)	Exam	Students who passed the class achieved SLO.	Achieved Goal	25	21 Students who completed the class met this SLO. Assess SLO in the next cycle.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 145	Plants, People, and Environment	SLO 6	Understand and explain the role of plants in ecology, evolution, and the diversity of life.	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 184	Wildlife Biology	SLO 1	Demonstrate knowledge of wildlife diversity and conservation.	2016 - 2017 (Fall)	Essay	Each student was asked to prepare a short essay or commentary on wildlife diversity and conservation. Nearly all the students responded with a thoughtful essay on the importance of conservation and biodiversity to the health of the biosphere.	Achieved Goal	41	28

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 184	Wildlife Biology	SLO 2	Explain scientific and biological principles as they pertain to wildlife.	2016 - 2017 (Fall)	Assignment/Project	A major assignment to study a species is assigned to groups. The groups work on reviewing scientific literature and develop a paper and presentation, modeling the case studies in the class. The students learn about research methods but also group work, project management, and collaboration. It is one of the most difficult parts of the class. Over the period from 2011 to 2015, the scaffolding has been improved to help students succeed on this project. Starting in 2011 the success rate was 58% and it moved up steadily to 77% at the end of	Inconclusive	200	122
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 184	Wildlife Biology	SLO 3	Explain the concepts of wildlife, wildlife management, and sustainable use of natural resources.	2016 - 2017 (Fall)	Exam	A review of class results from 2011-2015 showed that over 70% of the class scored 70% or better on the exam, which tests the concepts of wildlife management and sustainable use of natural resources.	Achieved Goal	200	160 In 2016 the assignment will be broken down further into more guided steps. Groups will start small in pairs, and work up to larger groups.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	BIOL 184	Wildlife Biology	SLO 4	Explain the interactions of humans and wildlife.	2016 - 2017 (Fall)	Survey	I counted the number of interactions discussed in the class that were stated in the answer against the frequency of students that listed that count of concepts. The higher the count, the better the learning objective achieved. Based on these results, there was a positive relationship in the number of concepts that the students recognized that were associated with this learning objective. Over 60 percent of students listed 3 biological concepts or more and gave more than a general discussion of human interactions. Also, as part of this survey, I have students rate different topics and approaches in the class. This class received high ratings for the "case studies" part of the lectures. These case studies feature a specific species every week and walk through the concepts and 4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks	Achieved Goal	42	25
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	GEOL 100	Survey of Geology	SLO 5	Identify and describe basic properties of minerals and rocks and understand their importance as Earth resources	2016 - 2017 (Spring)	Assignment/Project	7 homework assignments	Achieved Goal	30	24 Quiz grades were averaged for each student that took all 4. Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used. 24/30 or 80% of students were successful with minimum score of 80%. 6 students were not assessed due to too many missing grades. See attached
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	GEOL 101	Geology Laboratory	SLO 2	Demonstrate an understanding of geologic concepts and principles by being able to apply these concepts to identify and/or interpret geologic features	2016 - 2017 (Spring)	Exam	48 point written test requiring students to determine earthquake epicenter, magnitude and relative motion from seismograms; and determine plate rates and directions from hot spot volcanic features map – no calculators allowed	Achieved Goal	17	11 17 students took the exam. 11 scored 69% or higher. 6 scored 67% or lower. Although only 65% of students were successful, scoring at least 69% or higher, no changes were recommended considering the large quantity of math operations required, no math prerequisite and no use of calculators.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	OCEAN 100	Oceanography	SLO 3	Effectively describe multiple lines of evidence that support our knowledge of plate tectonics, seawater and its movement, coastal environments or the marine ecosystem.	2016 - 2017 (Spring)	Assignment/Project	8 homework assignments on seawater, currents, waves, tides and shoreline processes	Achieved Goal	24	21 21 of the 24 (88% of) students that completed all 8 assignments scored 80% or higher, 3 scored below 80%, 6 of the 30 total students were not assessed due to missing assignments.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	OCEAN 100	Oceanography	SLO 4	Solve quantitative problems associated with navigation and/or plate motion.	2016 - 2017 (Spring)	Exam	1 quantitative plate rates test question with very easy math	Achieved Goal	42	30 30/42 or 71% answered correctly. 12/42 or 29% answered incorrectly. No changes recommended. See attached
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental analysis.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 1	Define and use basic biological, physiological, and psychological terminology of the neurosciences	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	45
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 2	Differentiate among specialty areas within Biological Psychology and the related disciplines within the Neurosciences and the types of research that characterize the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 3	Summarize the major issues in human evolution, genetics, and behavioral development that underlie the ?biology of behavior.?	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	37
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 4	Generate and explicate concrete examples of invasive vs. noninvasive research methods and the general principles of research ethics for the study of animals and human beings, including the research safeguards and ..	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	43
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 5	Explain scientific approaches used in methodologies for the study of brain-behavior relationships.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	47
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 6	Explain the general anatomy and physiology of the nervous system and its relationship to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 7	Describe neural conduction and synaptic transmission.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 8	Discuss the role of the neuroendocrine system as it relates to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	38
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	PSYC 220	Introduction to Psychobiology	SLO 9	Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, motivation, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a separate discipline.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.

Program - Interdisciplinary Studies, Option 3: Science and Society (AA)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	13	13 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students submitted the assignment. and completed the assignment correctly 88.8% of students met the criterion	Achieved Goal	18	16 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model	2016 - 2017 (Fall)	Exam	All students taking the exam answered the question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Spring)	Exam	21 out of 21 students answered this correctly on the midterm exam 100% of the students met the criterion	Achieved Goal	21	21 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO/	Achieved Goal	8	8 Continue with the current strategy.
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Spring)	Assignment/Project	12 out of 13 students completed the assignment correctly 92.3% of the students met the criterion	Achieved Goal	13	12 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	8	8 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the program 100% of the students met the criterion.	Achieved Goal	13	12 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Fall)	Exam	All students answered exam question correctly.	Achieved Goal	9	9 Continue with current strategy.
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Spring)	Assignment/Project	14 out of 14 students answered the question correctly 100% of the students met the criterion	Achieved Goal	14	14 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project achieved the SLO.	Achieved Goal	8	8 Continue with the current strategy
Program - Internet Programming (CS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the assignment 100% of the students met the criterion	Achieved Goal	13	13 Continue with the current strategy
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 (Summer)	Assignment/Project	Project 4 supports SLO 1	Achieved Goal	31	30
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	20 Active student engagement resulted in a fun and satisfying project completion.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	19 Active student engagement resulted in a fun and satisfying project completion.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a web crawler to search and quantify target search data from the National Academy of Science public domain webpage.	Achieved Goal	25	25 Active student engagement resulted in a fun and satisfying project completion. This project is practical application that students engage in with a lot of enthusiasm. Providing additional insights to students as to the workplace utility of this base skillset can be added in future course renditions.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 (Summer)	Assignment/Project	Projects 1, 2, 3 support SLO 2.	Achieved Goal	31	30
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	20	20 Early Python learning laid down the foundation to expand into more advanced Python solutions.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	20	19 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	27	27 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 3.	Achieved Goal	31	30

Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	21	21 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	20	19 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	27	26 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. This project uses a wish list email message - students tend to really enjoy the user interaction of this object model.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 (Summer)	Assignment/Project	Project 5 supports SLO 4.	Achieved Goal	31	30
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 - 2017 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Fall)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	19	19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 5.	Achieved Goal	31	30
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	17	16 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 (Summer)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	53	35 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	20	20 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students created, updated and queried an SQLITE3 database to generate a statistical report.	Achieved Goal	26	25 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 6.	Achieved Goal	31	30
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students are well on their way to continue Web Programming Development and Design for large scale projects.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 OVERALL: Comments: Discussed with Professor Melissa Green measures to better screen for student readiness for this course effective Winter '18. Both a background questionnaire and an early programming skills evaluation test will be conducted.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students designed and developed their first django powered web application.
Program - Internet Programming (CS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	24	24 Students designed and developed their first django powered web application.
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2016 - 2017 (Spring)	Essay	Students were able to research recent articles about the growth of using mobile devices to access the WWW	Achieved Goal	12	10 Possibility of converting this assignment into creation of a web page where students will even include images, links, etc.

Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2017 - 2018 (Spring)	Essay	Students researched and found articles about the growth of mobile technology and the growth in using mobile devices	Achieved Goal	18	17 This research will continue as it helps students realize the importance and impact of mobile devices when developing web apps
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2016 - 2017 (Spring)	Assignment/Project	Most students were able to use RWD (Responsive Web Design) technique on an existing website	Achieved Goal	12	9 This project, for this SLO will continue as is
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2017 - 2018 (Spring)	Assignment/Project	A website requiring the use of RWD technique to make it responsive for mobile devices. Nice solutions presented even using grid or flexbox	Achieved Goal	18	12 It might be interesting to offer two different websites and the student will choose one to work with and apply the RWD technique
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2016 - 2017 (Spring)	Assignment/Project	Students were able to use jQuery Mobile to build a web app for a toy store	Achieved Goal	12	10 This assignment will be modified so students can choose from one of 3 presented frameworks to create the web app
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2017 - 2018 (Spring)	Assignment/Project	Use of jQuery Mobile, or Bootstrap, or Ionic to create web applications - with some extra credit included that most students tried to accomplish	Achieved Goal	18	13 It's possible to think about a web app that instead of toys, could show professors of a college and/or lecturers of an event
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2016 - 2017 (Spring)	Assignment/Project	Students applied @media queries in a Responsive Web Design (RWD) website	Achieved Goal	12	9 In regards to @media query, some questions were also included in the final exam
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2017 - 2018 (Spring)	Assignment/Project	Achieved in the RWD exercise - Homework 2	Achieved Goal	18	12 Same observation as in SLO #2
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2016 - 2017 (Spring)	Assignment/Project	Students continued the jQuery Mobile app finished on 4/18 and added the cache manifest to one of the pages	Achieved Goal	12	10 Students will be required to use service worker as well because cache manifest is becoming deprecated
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2017 - 2018 (Spring)	Assignment/Project	Instead of cache manifest, currently we are using service workers - it would be	Achieved Goal	18	13 It would be better to change that SLO to be: "apply technique to make applications available offline" as cache manifest is currently deprecated
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap	2016 - 2017 (Spring)	Assignment/Project	Students developed a small app using Intel XDK tool and package the app for Android that was then installed in an Android device	Achieved Goal	12	9 Future students will use Intel XDK to code the app but will need to use PhoneGap Build to build the package to be installed in device
Program - Internet Programming (CS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2017 - 2018 (Spring)	Assignment/Project	Students created a hybrid app using PhoneGap Build and I was able to install the app in my Android phone	Achieved Goal	18	9 This assignment showed to be a little bit harder for students - more time will be given for students to "digest" the information and be able to achieve the goal
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 1	Create and assure the quality of a suitable data model for a given application.	2016 - 2017 (Fall)		Mapping Entity-Relationship Model into relational Schema, using ERD and UML One HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 15 students participated and	Achieved Goal	17	15
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 2	Use normalization to transform a relational schema into a set of normalized relations (3NF).	2016 - 2017 (Fall)		Third Normal Form, Boyce-Codd Normal Form and Fourth Normal Form Two HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 16 students participated and	Achieved Goal	17	15
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 3	Use SQL for database creation, manipulation and control.	2016 - 2017 (Fall)		Four SQL assignments and two Relational Algebra assignments dealing with a wide range of queries and SQL features. Relational Algebra assignments: 16 students participated and the average performance was 85% Introductory SQL assignment: 16 students participated and average performance was 80% Intermediate SQL assignment: 16 students participated and their average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%.	Achieved Goal	17	15
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 4	Employ data storage and indexing options and perform query	2016 - 2017 (Fall)		Not addressed.	Did Not Achieve Goal	0	0
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 5	Perform basic database administration tasks.	2016 - 2017 (Fall)		One HW assignment, 15 out of 17 students participated. Grade performance was 80%	Achieved Goal	17	15
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 6	Employ XML technologies to query, manipulate and transform data.	2016 - 2017 (Fall)		Briefly mentioned. CIS 379 covers this subject in detail.	Inconclusive	0	0
Program - Internet Programming (CS)	CIS 132	Introduction to Databases	SLO 7	Develop NoSQL desktop and cloud database solutions.	2016 - 2017 (Fall)		Not addressed, CIS 133 covers this subject detail.	Did Not Achieve Goal	0	0
Program - Internet Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 1	Design and construct MySQL databases of moderate complexity	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Final Exam: average grade performance was 80%	Achieved Goal	12	8

Program - Internet Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 2	Use SQL commands to create tables and to query, update, and drop them	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance was 80%	Achieved Goal	12	8
Program - Internet Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 3	Explain the relational model and theory of normalization	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance was 60%	Achieved Goal	12	8
Program - Internet Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 4	Create stored procedures, functions, and triggers	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: average grade performance was 75%	Achieved Goal	12	8
Program - Internet Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 5	Administer a MySQL database, with ability to backup, recover, and protect data	2016 (Summer)	Exam	NOTE: Fall 2015 This SLO was not addressed directly	Inconclusive	0	0
Program - Internet Programming (CS)	CIS 363	Enterprise Database Management with MySQL	SLO 6	Develop an advanced project using MySQL with Java or PHP and callable statements	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: 17 students participated and average grade performance was 87%	Achieved Goal	12	8
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language (UML) notation	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types:	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement Stack abstract data type using OOP techniques. Out of 34 students 30 were successful.	Achieved Goal	34	30
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 1	Apply object-oriented techniques to the implementation of abstract data types:	2016 - 2017 (Spring)	Assignment/Project	89.2% of students completed the assignment (Assignmentnet 1) correctly.	Achieved Goal	37	33 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application:	2016 - 2017 (Fall)	Exam	Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were successful	Achieved Goal	33	30
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 2	Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the characteristics of the application:	2016 - 2017 (Spring)	Assignment/Project	88.6% of students completed the assignment (Assignmentnet 2) correctly.	Achieved Goal	35	31 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics:	2016 - 2017 (Fall)	Assignment/Project	Students determined the trade-offs between dynamic and static implementation of an ADT All students were able to accomplish this task	Achieved Goal	30	30
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 3	Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics:	2016 - 2017 (Spring)	Assignment/Project	93.78% of students completed the assignment (Assignmentnet 3) correctly.	Achieved Goal	32	30 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Fall)	Exam	Students via an assignment were tested on Asymptotic Analysis of Algorithm. All students shown mastery of topic.	Achieved Goal	30	30
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 4	Characterize an algorithm using Big O notation;	2016 - 2017 (Spring)	Exam	93.54% of students answered midterm exam question correctly	Achieved Goal	31	29 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Fall)	Assignment/Project	Students via a project were tested on implementing ADT using static and dynamic storage. 27 out of 30 students shown mastery of the topic	Achieved Goal	30	27
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 5	Implement abstract data types using both static and dynamic data storage techniques;	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentnet 4) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Fall)	Exam	Different type of data were given to students and were asked to choose sorting algorithm that performs the best. 26 students out of 30 students were able to	Achieved Goal	30	26
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 6	Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort	2016 - 2017 (Spring)	Assignment/Project	96.66% of students completed the assignment (Assignmentnet 5) correctly.	Achieved Goal	30	29 Continue with current strategy

Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Fall)	Assignment/Project	Students were asked to implement lists using array and singly and doubly linked lists. The recursive preorder traversal of trees were implemented too. Out of 30 students 25 were accomplished the task.	Achieved Goal	30	25
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 7	Employ algorithmic patterns to array, linked and recursive structures	2016 - 2017 (Spring)	Assignment/Project	We should add more description. 96.66% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	30	29 Continue with current strategy
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Fall)	Assignment/Project	Students implemented B-Tree in order to learn a robust solution to storage, retrieval and updating of large data. Out of 30 students 27 were successful	Achieved Goal	30	27
Program - Java Programming (CS)	CIS 256	(CS2) Data Structures: Java	SLO 8	Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	2016 - 2017 (Spring)	Exam	100% of students answered final exam question correctly.	Achieved Goal	29	29 Continue with current strategy
Program - Kinesiology (AA-T)	AQUA 109.1	Water Polo I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning level	2016 - 2017 (Fall)	Pre and Post Test	100% of students improved based on a pre and post fitness test.	Achieved Goal	12	12 Student success confirms the merits of the current approaches of this class.
Program - Kinesiology (AA-T)	AQUA 109.1	Water Polo I	SLO 2	Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at the beginning level	2016 - 2017 (Fall)	Pre and Post Test	100% of students improved based on a pre and post swim test.	Achieved Goal	12	12 Student success confirms the merits of current approach of this class.
Program - Kinesiology (AA-T)	AQUA 109.2	Water Polo II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post fitness test.	Achieved Goal	1	1 Student success confirms the merits of the current approaches to this class.
Program - Kinesiology (AA-T)	AQUA 109.2	Water Polo II	SLO 2	Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly as modified for the sport of Water Polo at an intermediate level	2016 - 2017 (Fall)	Pre and Post Test	100% of students showed improvement based on a pre and post swim test.	Achieved Goal	1	1 Student success confirms the merits of the current approach of this class.
Program - Kinesiology (AA-T)	AQUA 109.3	Water Polo III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merits of the current approaches to this class.
Program - Kinesiology (AA-T)	AQUA 109.3	Water Polo III	SLO 2	Demonstrate knowledge of the various strokes modified for Water Polo; freestyle, breast stroke, back stroke and butterfly at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post swim test.	Achieved Goal	2	2 Student success confirms the merits of the current approaches to this class.
Program - Kinesiology (AA-T)	AQUA 109.4	Water Polo IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students showed improvement via a pre and post fitness test.	Achieved Goal	1	1 Student success confirms the merits of the current approach of this class.
Program - Kinesiology (AA-T)	AQUA 109.4	Water Polo IV	SLO 2	Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly as modified for the sport of Water Polo at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students showed improvement via a pre and post swim test.	Achieved Goal	1	1 Student success confirms the merits of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.1	Swim Stroke Development I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post fitness test.	Achieved Goal	8	8 Student success confirms the merits of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.1	Swim Stroke Development I	SLO 2	Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at a beginning level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved based on a pre and post swim test.	Achieved Goal	8	8 Student success confirms the merits of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.2	Swim Stroke Development II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	1	1 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.2	Swim Stroke Development II	SLO 2	Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at an intermediate level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	1	1 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.3	Swim Stroke Development III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.3	Swim Stroke Development III	SLO 2	Demonstrate biomechanical knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to the class.
Program - Kinesiology (AA-T)	AQUA 127.4	Swim Stroke Development IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 127.4	Swim Stroke Development IV	SLO 2	Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at an expert level	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.1	Individual Swim Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level	2016 - 2017 (Fall)	Pre and Post Test	89% of the students improved via a pre and post fitness test.	Achieved Goal	27	27 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.1	Individual Swim Conditioning I	SLO 2	Demonstrate knowledge of various exercises and stroke mechanics used in swimming at a beginning level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	27	27 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.2	Individual Swim Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	83% of the students improved via a pre and post fitness test.	Achieved Goal	6	6 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.2	Individual Swim Conditioning II	SLO 2	Demonstrate knowledge of various exercises used in Aqua Conditioning at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	6	6 Student success confirms the merit of the current approach to this class.

Program - Kinesiology (AA-T)	AQUA 133.3	Individual Swim Conditioning III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.3	Individual Swim Conditioning III	SLO 2	Demonstrate knowledge of various exercises used in Aqua Conditioning at an advanced level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	2	2 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.4	Individual Swim Conditioning IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post fitness test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	AQUA 133.4	Individual Swim Conditioning IV	SLO 2	Demonstrate knowledge of various exercises used in Aqua Conditioning at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	100% of the students improved via a pre and post swim test.	Achieved Goal	3	3 Student success confirms the merit of the current approach to this class.
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 1	Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, community and ecosystem	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 1	Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, community and ecosystem	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 2	Explain life processes at different levels, from metabolism to evolution.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 2	Explain life processes at different levels, from metabolism to evolution.	2016 - 2017 (Spring)	Exam	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 3	Understand the application of the scientific method in investigations of biological phenomena, and in the evaluation of current issues in biology	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 3	Understand the application of the scientific method in investigations of biological phenomena, and in the evaluation of current issues in biology	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 4	Use critical thinking and logical reasoning skills in the study of living organisms, and in the completion of	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 4	Use critical thinking and logical reasoning skills in the study of living organisms, and in the completion of	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 5	Understand and explain interrelationships of living organisms.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	22	18
Program - Kinesiology (AA-T)	BIOL 100	Introduction to the Life Sciences	SLO 5	Understand and explain interrelationships of living organisms.	2016 - 2017 (Spring)	Essay	Students who completed the class with a C or better met this SLO.	Achieved Goal	99	95
Program - Kinesiology (AA-T)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Kinesiology (AA-T)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Program - Kinesiology (AA-T)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Kinesiology (AA-T)	BIOL 260	Human Physiology	SLO 2	Describe cellular activity using chemical and physical principles.	2016 - 2017 (Spring)	Exam	The first exam tested students on their understanding of cellular structure and function	Achieved Goal	26	16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, making this SLO achieved. Most of the content was built on prerequisite knowledge, so it would be expected that scores would be slightly higher on this exam than the subsequent exams. However, this was not the case, perhaps because students were getting used to the classroom expectations.
Program - Kinesiology (AA-T)	BIOL 260	Human Physiology	SLO 3	Relate cellular activity to the functioning of specific body tissues and organs.	2016 - 2017 (Spring)	Assignment/Project	There were four assignments that related to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment 4. White Blood Cell assignment	Achieved Goal	26	24 92 percent of the submissions for these assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 x 4). Students seem to do well on low stakes activities, where completion is more important than accuracy.
Program - Kinesiology (AA-T)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Kinesiology (AA-T)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Kinesiology (AA-T)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Kinesiology (AA-T)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Kinesiology (AA-T)	DANC 121.1	Modern Dance I	SLO 1	Demonstrate beginning level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	25	22 continue

Program - Kinesiology (AA-T)	DANC 121.1	Modern Dance I	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	25	25
Program - Kinesiology (AA-T)	DANC 121.1	Modern Dance I	SLO 3	Critically evaluate and objectively discuss modern dance at a beginning	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	25	21 continue
Program - Kinesiology (AA-T)	DANC 121.2	Modern Dance II	SLO 1	Demonstrate intermediate level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	4	4 continue
Program - Kinesiology (AA-T)	DANC 121.2	Modern Dance II	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	4	4 continue
Program - Kinesiology (AA-T)	DANC 121.2	Modern Dance II	SLO 3	Critically evaluate and objectively discuss modern dance at an	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	4	4
Program - Kinesiology (AA-T)	DANC 121.3	Modern Dance III	SLO 1	Demonstrate advanced level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	2	2 continue
Program - Kinesiology (AA-T)	DANC 121.3	Modern Dance III	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	2	2 continue
Program - Kinesiology (AA-T)	DANC 121.3	Modern Dance III	SLO 3	Critically evaluate and objectively discuss modern dance at an advanced	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	2	2 continue
Program - Kinesiology (AA-T)	DANC 121.4	Modern Dance IV	SLO 1	Demonstrate expert level modern footwork, gestures and movement sequences	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1 continue
Program - Kinesiology (AA-T)	DANC 121.4	Modern Dance IV	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1 continue
Program - Kinesiology (AA-T)	DANC 121.4	Modern Dance IV	SLO 3	Critically evaluate and objectively discuss modern dance at an expert	2016 - 2017 (Fall)	Assignment/Project	SLO met	Achieved Goal	1	1 continue
Program - Kinesiology (AA-T)	DANC 130.1	Jazz Dance I	SLO 1	Demonstrate beginning level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	20	18 continue
Program - Kinesiology (AA-T)	DANC 130.1	Jazz Dance I	SLO 2	Critically evaluate and objectively discuss jazz dance at the beginning	2016 - 2017 (Spring)	Discussion	SLO met	Achieved Goal	20	18 continue
Program - Kinesiology (AA-T)	DANC 130.1	Jazz Dance I	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	20	19
Program - Kinesiology (AA-T)	DANC 130.2	Jazz Dance II	SLO 1	Demonstrate intermediate level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4 continue
Program - Kinesiology (AA-T)	DANC 130.2	Jazz Dance II	SLO 2	Critically evaluate and objectively discuss jazz dance at the intermediate	2016 - 2017 (Spring)	Discussion	SLO met	Achieved Goal	4	4 continue
Program - Kinesiology (AA-T)	DANC 130.2	Jazz Dance II	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	4	4 continue
Program - Kinesiology (AA-T)	DANC 130.3	Jazz Dance III	SLO 1	Demonstrate advanced level Jazz footwork, gestures and movement sequences	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 130.3	Jazz Dance III	SLO 2	Critically evaluate and objectively discuss jazz dance at the advanced	2016 - 2017 (Spring)	Discussion	SLO met	Inconclusive	1	1
Program - Kinesiology (AA-T)	DANC 130.3	Jazz Dance III	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the advanced	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 130.4	Jazz Dance IV	SLO 1	Demonstrate expert level Jazz footwork, gestures and movement	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 130.4	Jazz Dance IV	SLO 2	Critically evaluate and objectively discuss jazz dance at the expert level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 130.4	Jazz Dance IV	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the expert	2016 - 2017 (Spring)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 140.1	Ballet I	SLO 1	Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	15	15
Program - Kinesiology (AA-T)	DANC 140.1	Ballet I	SLO 2	At the beginning level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	15	315
Program - Kinesiology (AA-T)	DANC 140.1	Ballet I	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the beginning	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	15	15
Program - Kinesiology (AA-T)	DANC 140.2	Ballet II	SLO 1	Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	3	3
Program - Kinesiology (AA-T)	DANC 140.2	Ballet II	SLO 2	At the intermediate level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	3	3
Program - Kinesiology (AA-T)	DANC 140.2	Ballet II	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	3	3
Program - Kinesiology (AA-T)	DANC 140.3	Ballet III	SLO 1	Demonstrate the movement skills necessary to execute advanced level ballet footwork, gestures and	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1

Program - Kinesiology (AA-T)	DANC 140.3	Ballet III	SLO 2	At the advanced level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 140.3	Ballet III	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the advanced level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 140.4	Ballet IV	SLO 1	Demonstrate the movement skills necessary to execute expert level ballet footwork, gestures and movement sequences with accuracy	2016 - 2017 (Fall)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 140.4	Ballet IV	SLO 2	At the expert level, critically evaluate and objectively discuss ballet as an art form	2016 - 2017 (Fall)	Discussion	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 140.4	Ballet IV	SLO 3	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at the expert level	2016 - 2017 (Fall)	Pre and Post Test	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 151.1	Social Dance I	SLO 1	Execute the basics and several variations in Swing, Waltz, Latin and Smooth dance styles at a beginning level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	15	15
Program - Kinesiology (AA-T)	DANC 151.1	Social Dance I	SLO 2	Dance musically at a beginning level, paying attention to tempo and	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	15	15
Program - Kinesiology (AA-T)	DANC 151.1	Social Dance I	SLO 3	At a beginning level, determine the type of dance for each type of music	2016 - 2017 (Spring)	Assignment/Project	SLO met	Achieved Goal	15	15
Program - Kinesiology (AA-T)	DANC 151.2	Social Dance II	SLO 1	Execute the basics and several intermediate variations in Swing, Waltz, Latin and Smooth dance styles, at an intermediate level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	3	3
Program - Kinesiology (AA-T)	DANC 151.2	Social Dance II	SLO 2	Dance musically at an intermediate level, paying attention to tempo and	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	3	3
Program - Kinesiology (AA-T)	DANC 151.2	Social Dance II	SLO 3	At an intermediate level, determine the type of dance for each type of music	2016 - 2017 (Spring)	Assignment/Project	SLO met	Achieved Goal	3	3
Program - Kinesiology (AA-T)	DANC 151.3	Social Dance III	SLO 1	Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an advanced level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 151.3	Social Dance III	SLO 2	Work well with partners of all types and ability levels at an advanced level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 151.4	Social Dance IV	SLO 1	Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an expert level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 151.4	Social Dance IV	SLO 2	Work well with partners of all types and ability levels at an expert level.	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	1	1
Program - Kinesiology (AA-T)	DANC 167.1	Swing Dance I	SLO 1	Exhibit swing dance forms by performing an instructor-choreographed routine and appreciate partner and social dance opportunities	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	16	16
Program - Kinesiology (AA-T)	DANC 167.2	Swing Dance II	SLO 1	Demonstrate intermediate level Swing dance moves, including footwork, partnering skills, and accurate rhythm and coordination as evaluated by the instructor	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4
Program - Kinesiology (AA-T)	DANC 167.2	Swing Dance II	SLO 2	Work successfully as a team with a range of partners at an intermediate level	2016 - 2017 (Spring)	Presentation/Performance	SLO met	Achieved Goal	4	4
Program - Kinesiology (AA-T)	FITN 112.1	Cross Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the assessments	Achieved Goal	8	7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 112.1	Cross Training I	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises at a beginning level.	Achieved Goal	8	8 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Program - Kinesiology (AA-T)	FITN 112.2	Cross Training II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more fitness assessments.	Achieved Goal	15	14 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 112.2	Cross Training II	SLO 2	Demonstrate knowledge of various exercises at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises at a beginning level.	Achieved Goal	15	15 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 116.1	Body Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	156	151 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 116.1	Body Conditioning I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments.	Achieved Goal	99	99 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 116.1	Body Conditioning I	SLO 2	Demonstrate knowledge of various exercises	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	156	156 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Program - Kinesiology (AA-T)	FITN 116.1	Body Conditioning I	SLO 2	Demonstrate knowledge of various exercises	2016 - 2017 (Spring)	Other	All students demonstrated knowledge of various exercises	Achieved Goal	99	99
Program - Kinesiology (AA-T)	FITN 116.2	Body Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	33	32 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 116.2	Body Conditioning II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	19	18 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.

Program - Kinesiology (AA-T)	FITN 335.3	Pilates III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 335.3	Pilates III	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Fall)	Presentation/Performance	90% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	33	30 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Spring)	Presentation/Performance	94% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	34	34 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2017 - 2018 (Fall)	Presentation/Performance	88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	26	23 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here. 00 5% correct see attached	Achieved Goal	85	67
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	73	13
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	28
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134

Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with cunnano information	Inconclusive	219	116
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interoret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this obiective.	Achieved Goal	219	153
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interoret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35

Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	36
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	33
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	38
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	46
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&-Statistics Sp 2018	Achieved Goal	52	39
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184

Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->&-Statistics Sp 2018	Achieved Goal	52	26
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->&-Statistics Sp 2018	Achieved Goal	52	43
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic.	Inconclusive	219	145
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Kinesiology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->&-Statistics Sp 2018	Achieved Goal	52	42
Program - Kinesiology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Kinesiology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Kinesiology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Kinesiology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Kinesiology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Management: Business Management (AA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Management: Business Management (AA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Management: Business Management (AA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Management: Business Management (AA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Management: Business Management (AA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Management: Business Management (AA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'

Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.

Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Management: Business Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Management: Business Management (AA)	BUS. 150	Small Business Management	SLO 1	Explain what it means and takes to be an entrepreneur.	2016 - 2017 (Spring)	Exam	Entrepreneurial Learning Institute curricula used.	Achieved Goal	19	19 Roll this SLO into general entrepreneurial mindset
Program - Management: Business Management (AA)	BUS. 150	Small Business Management	SLO 2	Understand ethical decision making.	2016 - 2017 (Spring)	Assignment/Project	Ethical case studies/decision making/role-playing.	Achieved Goal	19	19 Additional emphasis on equity/social justice.
Program - Management: Business Management (AA)	BUS. 150	Small Business Management	SLO 3	Start a small business by conducting a feasibility study and market analysis for their idea, and examining alternate paths to small business ownership, including franchising	2016 - 2017 (Spring)	Assignment/Project	Pitch-deck competition (state-wide) entered. Class won Silicon Valley/Santa Cruz/Monterey region. Final/capstone project summary business plan. Three businesses started by students	Achieved Goal	19	19 Established intra-district pitch-deck competition. Increase coordination with Business Club and SBDC.
Program - Management: Business Management (AA)	BUS. 150	Small Business Management	SLO 4	Understand forms of incorporation, and the taxation and liability associated with each.	2016 - 2017 (Spring)	Exam	Learning module dedicated to incorporation. Use of pitch-deck/business plan specific to determine form of incorporation.	Achieved Goal	19	19 Get update on state/federal tax code by coordinating with accounting department/use them as guest speakers.
Program - Management: Business Management (AA)	BUS. 150	Small Business Management	SLO 5	Compile and write a summary business plan, including marketing and operations.	2016 - 2017 (Spring)	Capstone Project	19 summary business plans created. Three of business' designed have been started as of 8/2017.	Achieved Goal	19	19 Provide template software, either as part of the business departments web-presence or through external vendor. Connect students with investors/coordinate with SBDC.
Program - Management: Business Management (AA)	BUS. 150	Small Business Management	SLO 6	Understand small business customer relationship management and marketing.	2016 - 2017 (Spring)	Discussion	Role-playing/scenarios reinforced with lecture material.	Achieved Goal	19	19 Eliminate this SLO, roll into new Marketing for Entrepreneurs course.
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.

Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Program - Management: Business Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Business Management (AA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Management: Business Management (AA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individualistic, team, and group.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Management: Business Management (AA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from each other's ideas on how management works.	Achieved Goal	29	25 Review current SLOs for updating.
Program - Management: Business Management (AA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Management: Business Management (AA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Management: Business Management (AA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual	2016 - 2017 (Spring)	Forum	Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Management: Business Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor

Program - Management: Business Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Management: Business Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Management: Business Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Management: Business Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Program - Management: Business Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131

Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple homeworks.	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org. structure, etc.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Management: Marketing Management (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135

Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Program - Management: Marketing Management (AA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Management: Marketing Management (AA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Management: Marketing Management (AA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individuals, teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Management: Marketing Management (AA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.

Program - Management: Marketing Management (AA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Management: Marketing Management (AA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Management: Marketing Management (AA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both errors and individual	2016 - 2017 (Spring)	Forum	85% were able to articulate required topics. Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Management: Marketing Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Management: Marketing Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Management: Marketing Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Management: Marketing Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Management: Marketing Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Program - Management: Marketing Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Management: Retail Management (AA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Management: Retail Management (AA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Management: Retail Management (AA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Management: Retail Management (AA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Management: Retail Management (AA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Management: Retail Management (AA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.

Program - Management: Retail Management (AA)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Management: Retail Management (AA)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Management: Retail Management (AA)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Management: Retail Management (AA)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Management: Retail Management (AA)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Management: Retail Management (AA)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Management: Retail Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Management: Retail Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Management: Retail Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Management: Retail Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Management: Retail Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Program - Management: Retail Management (AA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.

Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Marketing Management (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114

Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The success score for this assignment was The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Program - Marketing Management (CA)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Marketing Management (CA)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Marketing Management (CA)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individual teams and groups	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Marketing Management (CA)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.
Program - Marketing Management (CA)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.

Program - Marketing Management (CA)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Marketing Management (CA)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual	2016 - 2017 (Spring)	Forum	86% were able to articulate required topics. Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Marketing Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32 Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Marketing Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32 100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Marketing Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32 Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Marketing Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32 Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Marketing Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32 Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.
Program - Marketing Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32 For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignment 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignment 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students, 11 were	Achieved Goal	12	11

Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmetnet 4) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmetnet 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmetnet 6) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were able to relate. This score should be	Achieved Goal	12	8
Program - Mathematics (AS-T)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Music (AA)	MUS. 111	Musicianship I	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies featuring leaps within the primary triads; taking dictation of rhythms with divided beats in a variety of meter signatures and tempos; aurally identifying all intervals up to the octave?ascending, descending, and harmonic; aurally identifying qualities, inversions, and	2016 - 2017 (Fall)	Exam	The only area in which fewer than 70% of students did not demonstrate success in aural dictation was in the area of intervals. Only half the class received a 70% or higher. 7 of the remaining 10 did very poorly on this SLO. The other area that showed weakness was triad identification. Although 70% of the class received a 70% or higher, only a little over half the class got above 80%.	Achieved Goal	20	17
Program - Music (AA)	MUS. 111	Musicianship I	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies featuring leaps within the primary triads; taking dictation of rhythms with divided beats in a variety of meter signatures and tempos; aurally identifying all intervals up to the octave?ascending, descending, and harmonic; aurally identifying qualities, inversions, and	2017 - 2018 (Fall)	Assignment/Project	program review	Did Not Achieve Goal	22	12
Program - Music (AA)	MUS. 111	Musicianship I	SLO 2	Demonstrate the ability to "audiate" a musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos.; sight singing melodies featuring leaps within	2016 - 2017 (Fall)	Presentation/Performance	85% of students succeeded in performing rhythm with divided beats in two parts. 80% of students succeeded in singing a melody using leaps within the I and V chords.	Achieved Goal	20	17
Program - Music (AA)	MUS. 111	Musicianship I	SLO 2	Demonstrate the ability to "audiate" a musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos.; sight singing melodies featuring leaps within	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	22
Program - Music (AA)	MUS. 112	Musicianship II	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.; taking dictation of rhythms with subdivided beats in simple and compound meters.; taking harmonic dictation of common diatonic progressions with	2016 - 2017 (Spring)	Exam	Average scores were: Rhythmic Dict - 87%; Harmonic Dict - 85%; Melodic Dict - 86%; Intervals - 79%; Chord Qual/Inversions - 69%.	Achieved Goal	10	8 Overall students succeeding in all categories but the last. This is notoriously a difficult skill, and is worked on again in Mus 113. No further action is required at this time.
Program - Music (AA)	MUS. 112	Musicianship II	SLO 2	Demonstrate the ability to "audiate" a musical score by: sight reading and performing rhythms with subdivided beats in simple and compound meters.; sight singing melodies in major and minor keys featuring leaps	2016 - 2017 (Spring)	Exam	Prepared Rhythms - aver 92% (midterm). Sight-reading rhythms - aver 78% (final); Prepared Melodies - aver 86% (midterm). Sight-reading melodies - aver 77% (final)	Achieved Goal	10	10 True Sight =Reading is a concept introduced in this class and continues on in Mus 113/114. Students are fairing fine in this SLO for the amount of time they've been concentrating on it.
Program - Music (AA)	MUS. 113	Musicianship III	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of rhythms with triplets/duplets and syncopation in simple and compound meter signatures.; taking dictation of melodies in major and minor keys with triplets/duplets, syncopation, chromatic alterations, and modulation to closely-related keys.; aurally identifying and transcribing 4-part	2016 - 2017 (Fall)	Exam	8 of 8 succeeded in rhythmic dictation; 6 of 8 succeeded in melodic dictation; 7 of 8 succeeded in harmonic dictation. "Success" constituted receiving a 70-75% or higher.	Achieved Goal	8	7

Program - Music (AA)	MUS. 113	Musicianship III	SLO 2	Demonstrate the ability to "audiate" a musical score by: sight reading and performing rhythms with triplets/duplets and syncopation in simple and compound meters.; preparing and sight singing melodies with triplets/duplets, syncopation,	2016 - 2017 (Fall)	Presentation/Performance	same results as with SLO #1. 8 of 8 succeeded (scored a 70% or higher) in rhythmic sight reading and prepared performance, and 6 of 8 succeeded in melodic sight singing and prepared melody (with harmonization at the keyboard)	Achieved Goal	8	7
Program - Music (AA)	MUS. 114	Musicianship IV	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: a) aurally identifying and singing the diatonic modes (Lydian, Ionian, Mixolydian, Dorian, Aeolian, Phrygian, and Locrian); b) taking dictation of chromatic, modulating (especially to remote keys), modal, and post-tonal melodies; c) taking dictation of rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters; d) aurally identifying and transcribing harmonic progressions utilizing secondary/applied chords, mode	2016 - 2017 (Spring)	Exam	a) Modes - aver 85% success; b) melodic dict - aver 73% success; c) rhythmic dict - not assessed; d) harmonic dict - aver 80% success	Achieved Goal	4	4
Program - Music (AA)	MUS. 114	Musicianship IV	SLO 2	Demonstrate the ability to "audiate" a musical score by: a) sight reading and performing rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters; b) preparing and sight singing chromatic, modulating (especially to remote	2016 - 2017 (Spring)	Presentation/Performance	SR Rhythm - was prepared rhythm: 92.5% success; SR Melody - true SR - 99% success	Achieved Goal	4	4 The example given for sight-reading melody proved very easy for them, suggesting I could make a more challenging question in the future.
Program - Music (AA)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2016 - 2017 (Fall)	Exam	90% of students showed strong comprehension for this subject. Only 2 students received 70% or lower on this program review	Achieved Goal	21	19
Program - Music (AA)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2017 - 2018 (Fall)	Assignment/Project		Achieved Goal	23	18
Program - Music (AA)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an interval and 4 all qualities of triads	2016 - 2017 (Fall)	Exam	Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills.	Achieved Goal	21	20
Program - Music (AA)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an interval and 4 all qualities of triads	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	19
Program - Music (AA)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2016 - 2017 (Fall)	Exam	This question related to composing sequences and transposition. 77% received	Achieved Goal	21	17
Program - Music (AA)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	23
Program - Music (AA)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols.	2016 - 2017 (Fall)	Exam	81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and piano style - and students were to label the chords with RNs, identify the cadences, and identify and	Achieved Goal	21	17
Program - Music (AA)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18
Program - Music (AA)	MUS. 132	Harmony II	SLO 1	Analysis: Conduct harmonic and formal analysis of diatonic music (including music involving common chord modulation) using roman	2016 - 2017 (Spring)	Exam	Average score was 88%. Only one student got below 80% (67%)	Achieved Goal	10	9
Program - Music (AA)	MUS. 132	Harmony II	SLO 2	Harmonization: Compose original chords to folk, popular and/or chorale style melodies	2016 - 2017 (Spring)	Exam	harmonization of a modulating chorale melody - Final exam question: Students averaged 88%. Thow students got below a	Achieved Goal	10	8
Program - Music (AA)	MUS. 132	Harmony II	SLO 3	Part Writing 1: Construct, approach, and resolve all diatonic chords and 7th chords properly in all inversions in 4 voices including secondary chords & sequences	2016 - 2017 (Spring)	Exam	Average score on this exam question was 80%. Two students received below a 75%.	Achieved Goal	10	8 Smaller class size this semester (as compared to last assessment) may have something to do with the rise in success for this question, as more individual attention in class was possible.
Program - Music (AA)	MUS. 132	Harmony II	SLO 4	Part Writing 2: Realize figured bass, both modulating and non-modulating, including non-dominant 7ths, secondary chords and common	2016 - 2017 (Spring)	Exam	All students received a 90% or higher on this question.	Achieved Goal	10	10
Program - Music (AA)	MUS. 132	Harmony II	SLO 5	Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and following roman 4-part voice leading	2016 - 2017 (Spring)	Assignment/Project	Chorale Style Compositions: Average score was 86% ; no one received below a 70%.	Achieved Goal	10	10
Program - Music (AA)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2016 - 2017 (Fall)	Exam	71% (10 out of 14) received 73% or higher on this SLO (Final exam section). (All but one of these scored above 83%). These results are significantly better than last year - more emphasis was put on drilling this	Achieved Goal	14	10
Program - Music (AA)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	6

Program - Music (AA)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques.	2016 - 2017 (Fall)	Exam	9 of 12 students (75%) scored 77% or higher in the take-home exam involving analysis of two chromatic excerpts.	Achieved Goal	12	9
Program - Music (AA)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	5
Program - Music (AA)	MUS. 133	Harmony III	SLO 3	Analysis 2: Conduct formal analysis of music which uses binary and ternary forms.	2016 - 2017 (Fall)	Exam	Final Exam had a question relating to period structure (form). No binary/ternary, as it was not covered.	Achieved Goal	12	10
Program - Music (AA)	MUS. 133	Harmony III	SLO 4	Creative Composition: Compose original music and harmonize melodies using: secondary, borrowed, Neapolitan and augmented 6th chords; sequences; and more advanced modulatory techniques	2016 - 2017 (Fall)	Capstone Project	students wrote complex chorale-style modulating compositions. Their grade was an average between their draft they turned in, all done on their own, and their final draft after considering my comments. 12 of the 14 students received a 76% or higher	Achieved Goal	14	12
Program - Music (AA)	MUS. 133	Harmony III	SLO 5	Figured Bass: Realize figured bass symbols involving secondary, borrowed, Neapolitan and augmented 6th chords and sequences	2016 - 2017 (Fall)	Exam	69% achieved 83% or higher on this Final exam question. Because of the wide discrepancy between those who mastered this SLO (83%+) and those who did not (one got a 67%, the rest were below 60%), I feel as though in general the concept was	Achieved Goal	13	9
Program - Music (AA)	MUS. 134	Harmony IV	SLO 1	Chromatic Topics: Compose and/or analyze music containing chromatic harmony such as extended chords, chromatic mediants, and/or enharmonic reinterpretations.	2016 - 2017 (Spring)	Exam	Exam #1 "Chromatic Chords" - 80% of students received and 80% or higher on this exam. The lowest score was 74%	Achieved Goal	10	10
Program - Music (AA)	MUS. 134	Harmony IV	SLO 2	New Scales and Techniques: Build, sing, and/or recognize modal, pentatonic, and synthetic scales, and natural and non-tertian sonorities.	2016 - 2017 (Spring)	Exam	Average score was 85%. Two students scored below 70%	Achieved Goal	9	7
Program - Music (AA)	MUS. 134	Harmony IV	SLO 3	Creative Composition: Compose original short compositions using 20th century concepts learned	2016 - 2017 (Spring)	Presentation/Performance	Every student succeeded well, demonstrating solid ability to apply concepts learned to creative compositions	Achieved Goal	9	9
Program - Music (AA)	MUS. 134	Harmony IV	SLO 4	12-tone Music: Manipulate a 12-tone row in all its forms and construct the 12x12 tone row matrix	2016 - 2017 (Spring)	Exam	All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall)	Achieved Goal	9	9
Program - Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 1	recognize musical style characteristics such as classical, folk, popular, jazz, and world music.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	23
Program - Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 2	demonstrate general knowledge of major composers, and representative works from six style periods of Western music history as well as selected examples of non-Western	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 3	demonstrate basic music listening skills.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	29
Program - Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 4	describe appropriately what is heard while listening.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 5	identify musical devices and processes that are common to all types of music.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	33	30
Program - Music (AA)	MUS. 202	Music Listening and Enjoyment	SLO 6	experience and appreciate live musical performance.	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	33	31
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2016 - 2017 (Fall)	Other	85% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	27	23 textbook outdated; need to hold students more accountable; Next Steps: change textbook to more accessible and updated; information; more progress checks for students
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 1	Understand the basic functions and uses of various electronic music equipment including microphones, mixers, amplifiers, speakers, computer music software and hardware, MIDI synthesizers, drum machines and	2017 - 2018 (Fall)	Other	87% of the students understood the uses of the basic functions of electronic music equipment based on overall grade: exams, projects, quizzes and lab work for assessment	Achieved Goal	31	27 textbook updated, modestly more successful; Next Steps: need to continue to work on holding students more accountable; continue to supplement interactive media resources
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2016 - 2017 (Fall)	Assignment/Project	100% of students successfully mixed audio tracks in Project 1	Achieved Goal	27	27 First Project is always met with enthusiasm. Plan to keep this project as is.
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 2	Mix audio tracks.	2017 - 2018 (Fall)	Assignment/Project	94% of students successfully mixed audio tracks in Project 1	Achieved Goal	31	29 The first project is always met with enthusiasm. Plan to keep this project as is.
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2016 - 2017 (Fall)	Assignment/Project	85% of students successfully recorded and edited digital audio tracks	Achieved Goal	27	23 Next steps: start field recording earlier in the semester
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 3	Record and edit high quality digital audio tracks.	2017 - 2018 (Fall)	Assignment/Project	81% of students successfully recorded and edited digital audio tracks	Achieved Goal	31	25 introduce field recording in lecture at the end of project 1
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2016 - 2017 (Fall)	Capstone Project	85% of students used MIDI in their final projects successfully	Achieved Goal	27	23 we will continue to use MIDI in the final project
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 4	Use MIDI (Musical Instrument Digital Interface) instruments in a musical context.	2017 - 2018 (Fall)	Assignment/Project	87% of students used MIDI in their final projects successfully	Achieved Goal	27	31 we will continue to use MIDI in the final project

Program - Music (AA)	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2016 - 2017 (Fall)	Capstone Project	85% of the students successfully completed an original composition for their final project	Achieved Goal	27	23 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will implement more progress checks
Program - Music (AA)	MUS. 290	Electronic Music I	SLO 5	Create an original composition using electronic music techniques.	2017 - 2018 (Fall)	Capstone Project	87% of the students successfully completed an original composition for their final project	Achieved Goal	31	27 We plan to continue to use a capstone project due at the end of the course; we will encourage students to start their projects earlier and we will continue to implement more progress checks; last semester this process improved project completion
Program - Music (AA)	MUS. 314	Piano Literature & Performance - The Baroque Era	SLO 1	Prepare and perform works from the baroque period demonstrating the ability to interpret the music stylistically appropriately.	2016 - 2017 (Fall)	Presentation/Performance	There were two main student performances (recitals) during the semester. All students demonstrated very appropriate stylistic interpretations of their	Achieved Goal	15	15
Program - Music (AA)	MUS. 314	Piano Literature & Performance - The Baroque Era	SLO 2	Demonstrate a general understanding of the style of the baroque period as it relates to keyboard technique, main keyboard composers, and the possible practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire.	2016 - 2017 (Fall)	Pre and Post Test	80% of students exhibited clear understanding of some of the basic keyboard methods used to achieve a stylistically appropriate interpretation of their	Achieved Goal	15	12
Program - Music (AA)	MUS. 314	Piano Literature & Performance - The Baroque Era	SLO 3	Demonstrate knowledge of various practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire.	2016 - 2017 (Fall)	Pre and Post Test	The method used to assess this SLO, essay question, was not an effective assessment means. It was difficult for students to verbalize accurately how they practiced, and what parts of their practice had to do with specific issues relating to the Baroque style.	Achieved Goal	15	11 Find a more effective assessment method. Perhaps instead of an essay question, they should demonstrate: verbally explain 2 Baroque-specific technical difficulties they encountered in their piece and how they practiced to overcome them.
Program - Music (AA)	MUS. 315	Piano Literature & Performance: The Classical Era	SLO 1	Prepare and perform works from the classical period demonstrating the ability to interpret the music in the appropriate style	2016 - 2017 (Spring)	Presentation/Performance	only one student received below an 80% on their performance. All others were well in the 80-90 percentile, demonstrating appropriate interpretive style in their	Achieved Goal	15	14
Program - Music (AA)	MUS. 315	Piano Literature & Performance: The Classical Era	SLO 2	Demonstrate a general understanding of the style of the classical period as it relates to keyboard technique, main keyboard composers, and literature	2016 - 2017 (Spring)	Pre and Post Test	75% of students received above 75% on these essay questions relating to style.	Achieved Goal	16	12
Program - Music (AA)	MUS. 315	Piano Literature & Performance: The Classical Era	SLO 3	Demonstrate knowledge of various practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire.	2016 - 2017 (Spring)	Essay	81% scored above 75%. Three students were in the 60% on this essay question.	Achieved Goal	16	13 This SLO was changed from a demonstration exam question (last assessment cycle), to a written essay question. The manner of the question proved problematic to some, and will be reworded next time.
Program - Music (AA-T)	MUS. 111	Musicianship I	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies featuring leaps within the primary triads; taking dictation of rhythms with divided beats in a variety of meter signatures and tempos; aurally identifying all intervals up to the octave; ascending, descending, and harmonic; aurally identifying qualities, inversions, and	2016 - 2017 (Fall)	Exam	The only area in which fewer than 70% of students did not demonstrate success in aural dictation was in the area of intervals. Only half the class received a 70% or higher. 7 of the remaining 10 did very poorly on this SLO. The other area that showed weakness was triad identification. Although 70% of the class received a 70% or higher, only a little over half the class got above 80%.	Achieved Goal	20	17
Program - Music (AA-T)	MUS. 111	Musicianship I	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies featuring leaps within the primary triads; taking dictation of rhythms with divided beats in a variety of meter signatures and tempos; aurally identifying all intervals up to the octave; ascending, descending, and harmonic; aurally identifying qualities, inversions, and	2017 - 2018 (Fall)	Assignment/Project	program review	Did Not Achieve Goal	22	12
Program - Music (AA-T)	MUS. 111	Musicianship I	SLO 2	Demonstrate the ability to "audiate" a musical score by: performing rhythms with divided beats in a variety of meter signatures and tempos.; sight singing melodies featuring leaps within	2016 - 2017 (Fall)	Presentation/Performance	85% of students succeeded in performing rhythm with divided beats in two parts. 80% of students succeeded in singing a melody using leaps within the I and V chords.	Achieved Goal	20	17
Program - Music (AA-T)	MUS. 111	Musicianship I	SLO 2	Demonstrate the ability to "audiate" a musical score by: performing rhythms with divided beats in a variety of meter signatures and tempos.; sight singing melodies featuring leaps within	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	22	22
Program - Music (AA-T)	MUS. 112	Musicianship II	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of melodies in major and minor keys featuring leaps from the I, IV, V and V7 chords.; taking dictation of rhythms with subdivided beats in simple and compound meters.; taking harmonic dictation of common diatonic progressions with	2016 - 2017 (Spring)	Exam	Average scores were: Rhythmic Dict - 87%; Harmonic Dict - 85%; Melodic Dict - 86%; Intervals - 79%; Chord Qual/Inversions - 69%.	Achieved Goal	10	8 Overall students succeeding in all categories but the last. This is notoriously a difficult skill, and is worked on again in Mus 113. No further action is required at this time.

Program - Music (AA-T)	MUS. 112	Musicianship II	SLO 2	Demonstrate the ability to "audiate" a musical score by: sight reading and performing rhythms with subdivided beats in simple and compound meters.; sight singing melodies in major and minor keys featuring leaps	2016 - 2017 (Spring)	Exam	Prepared Rhythms - aver 92% (midterm). Sight-reading rhythms - aver 78% (final); Prepared Melodies - aver 86% (midterm). Sight-reading melodies - aver 77% (final)	Achieved Goal	10	10 True Sight =Reading is a concept introduced in this class and continues on in Mus 113/114. Students are fairing fine in this SLO for the amount of time they've been concentrating on it.
Program - Music (AA-T)	MUS. 113	Musicianship III	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: taking dictation of rhythms with triplets/duplets and syncopation in simple and compound meter signatures.; taking dictation of melodies in major and minor keys with triplets/duplets, syncopation, chromatic alterations, and modulation to closely-related keys.; aurally	2016 - 2017 (Fall)	Exam	8 of 8 succeeded in rhythmic dictation; 6 of 8 succeeded in melodic dictation; 7 of 8 succeeded in harmonic dictation. "Success" constituted receiving a 70-75% or higher.	Achieved Goal	8	7
Program - Music (AA-T)	MUS. 113	Musicianship III	SLO 2	Demonstrate the ability to "audiate" a musical score by: sight reading and performing rhythms with triplets/duplets and syncopation in simple and compound meters.; preparing and sight singing melodies with triplets/duplets, syncopation,	2016 - 2017 (Fall)	Presentation/Performance	same results as with SLO #1. 8 of 8 succeeded (scored a 70% or higher) in rhythmic sight reading and prepared performance, and 6 of 8 succeeded in melodic sight singing and prepared melody (with harmonization at the keyboard)	Achieved Goal	8	7
Program - Music (AA-T)	MUS. 114	Musicianship IV	SLO 1	Demonstrate the ability to hear music with understanding, recognizing patterns and musical function, by: a) aurally identifying and singing the diatonic modes (Lydian, Ionian, Mixolydian, Dorian, Aeolian, Phrygian, and Locrian); b) taking dictation of chromatic, modulating (especially to remote keys), modal, and post-tonal melodies; c) taking dictation of rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters; d) aurally identifying and transcribing harmonic progressions utilizing secondary/applied chords, mode	2016 - 2017 (Spring)	Exam	a) Modes - aver 85% success; b) melodic dict - aver 73% success; c) rhythmic dict - not assessed; d) harmonic dict - aver 80% success	Achieved Goal	4	4
Program - Music (AA-T)	MUS. 114	Musicianship IV	SLO 2	Demonstrate the ability to "audiate" a musical score by: a) sight reading and performing rhythms featuring irregular beat divisions and polyrhythms and/or in asymmetrical or mixed meters; b) preparing and sight singing chromatic, modulating (especially to remote	2016 - 2017 (Spring)	Presentation/Performance	SR Rhythm - was prepared rhythm: 92.5% success; SR Melody - true SR - 99% success	Achieved Goal	4	4 The example given for sight-reading melody proved very easy for them, suggesting I could make a more challenging question in the future.
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2016 - 2017 (Fall)	Exam	90% of students showed strong comprehension for this subject. Only 2 students received 70% or lower on this program review	Achieved Goal	21	19
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 1	RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave); and 4. all qualities of triads	2016 - 2017 (Fall)	Exam	Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills.	Achieved Goal	21	20
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 2	FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave); and 4. all qualities of triads	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	19
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2016 - 2017 (Fall)	Exam	This question related to composing sequences and transposition. 77% received	Achieved Goal	21	17
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 3	MELODY: compose and transpose melodies, and analyze phrase	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	23
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols.	2016 - 2017 (Fall)	Exam	81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and piano style - and students were to label the chords with RNs, identify the cadences, and identify and	Achieved Goal	21	17
Program - Music (AA-T)	MUS. 131	Harmony I	SLO 4	HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	23	18
Program - Music (AA-T)	MUS. 132	Harmony II	SLO 1	Analysis: Conduct harmonic and formal analysis of diatonic music (including music involving common	2016 - 2017 (Spring)	Exam	Average score was 88%. Only one student got below 80% (67%)	Achieved Goal	10	9
Program - Music (AA-T)	MUS. 132	Harmony II	SLO 2	Harmonization: Compose original chords to folk, popular and/or chorale style melodies	2016 - 2017 (Spring)	Exam	harmonization of a modulating chorale melody - Final exam question: Students averaged 88%. Thow students got below a	Achieved Goal	10	8
Program - Music (AA-T)	MUS. 132	Harmony II	SLO 3	Part Writing 1: Construct, approach, and resolve all diatonic chords and 7th chords properly in all inversions in 4 voices including secondary chords & sequences	2016 - 2017 (Spring)	Exam	Average score on this exam question was 80%. Two students received below a 75%.	Achieved Goal	10	8 Smaller class size this semester (as compared to last assessment) may have something to do with the rise in success for this question, as more individual attention in class was possible.

Program - Music (AA-T)	MUS. 132	Harmony II	SLO 4	Part Writing 2: Realize figured bass, both modulating and non-modulating, including non-dominant 7ths, secondary chords and sequences	2016 - 2017 (Spring)	Exam	All students received a 90% or higher on this question.	Achieved Goal	10	10
Program - Music (AA-T)	MUS. 132	Harmony II	SLO 5	Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and following proper 4-part voice leading	2016 - 2017 (Spring)	Assignment/Project	Chorale Style Compositions: Average score was 86% ; no one received below a 70%.	Achieved Goal	10	10
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2016 - 2017 (Fall)	Exam	71% (10 out of 14) received 73% or higher on this SLO (Final exam section). (All but one of these scored above 83%). These results are significantly better than last year - more emphasis was put on drilling this	Achieved Goal	14	10
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 1	Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	6
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques	2016 - 2017 (Fall)	Exam	9 of 12 students (75%) scored 77% or higher in the take-home exam involving analysis of two chromatic excerpts.	Achieved Goal	12	9
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 2	Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulatory techniques	2017 - 2018 (Fall)	Assignment/Project	prog rev	Achieved Goal	7	5
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 3	Analysis 2: Conduct formal analysis of music which uses binary and ternary forms.	2016 - 2017 (Fall)	Exam	Final Exam had a question relating to period structure (form). No binary/ternary, as it was not covered.	Achieved Goal	12	10
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 4	Creative Composition: Compose original music and harmonize melodies using: secondary, borrowed, Neapolitan and augmented 6th chords; sequences; and more advanced modulatory techniques	2016 - 2017 (Fall)	Capstone Project	students wrote complex chorale-style modulating compositions. Their grade was an average between their draft they turned in, all done on their own, and their final draft after considering my comments. 12 of the 14 students received a 76% or higher	Achieved Goal	14	12
Program - Music (AA-T)	MUS. 133	Harmony III	SLO 5	Figured Bass: Realize figured bass symbols involving secondary, borrowed, Neapolitan and augmented 6th chords and sequences	2016 - 2017 (Fall)	Exam	69% achieved 83% or higher on this Final exam question. Because of the wide discrepancy between those who mastered this SLO (83%+) and those who did not (one got a 67%, the rest were below 60%), I feel as though in general the concept was	Achieved Goal	13	9
Program - Music (AA-T)	MUS. 134	Harmony IV	SLO 1	Chromatic Topics: Compose and/or analyze music containing chromatic harmony such as extended chords, chromatic mediant, and/or enharmonic relationships	2016 - 2017 (Spring)	Exam	Exam #1 "Chromatic Chords" - 80% of students received and 80% or higher on this exam. The lowest score was 74%	Achieved Goal	10	10
Program - Music (AA-T)	MUS. 134	Harmony IV	SLO 2	New Scales and Techniques: Build, sing, and/or recognize modal, pentatonic, and synthetic scales, and nontertian and non-tertian sonorities	2016 - 2017 (Spring)	Exam	Average score was 85%. Two students scored below 70%	Achieved Goal	9	7
Program - Music (AA-T)	MUS. 134	Harmony IV	SLO 3	Creative Composition: Compose original short compositions using 20th century conceats learned	2016 - 2017 (Spring)	Presentation/Performance	Every student succeeded well, demonstrating solid ability to apply conceats learned to creative compositions	Achieved Goal	9	9
Program - Music (AA-T)	MUS. 134	Harmony IV	SLO 4	12-tone Music: Manipulate a 12-tone row in all its forms and construct the 12x12 tone row matrix	2016 - 2017 (Spring)	Exam	All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall)	Achieved Goal	9	9
Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 1	Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.	2017 - 2018 (Fall)	Survey	Anthropology 110 Cultural Anthropology Two sections of cultural anthropology completed self-evaluation forms as follows for 5 SLOs as follows for 86 students: A) Define the scope of anthropology and discuss the role of cultural anthropology within the discipline. 5=13 students 4=36 3=31 2=5 1=0 0=1 13 students felt capable of explaining everything, 36 could explain most the material, 31 felt competent but could not explain it well, 5 felt some level of confusion and 1 student	Achieved Goal	86	80

Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 2	Recognize the methods, theories and perspectives used to study and understand human cultures.	2017 - 2018 (Fall)	Survey	B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 3=28 2=7 1=1 0=0 9 students felt capable of explaining everything, 38 could explain most of it, 28 felt competent but could not explain it to others, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from primarily text chapters 1,2,3,15,16 but also	Achieved Goal	86	75
Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 3	Explain the importance of the ethnographic method in the study of culture.	2017 - 2018 (Fall)	Survey	C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 1=6 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt competent but confusion in one area, 6 felt more confusion and one student felt confused about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of	Achieved Goal	86	59
Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 4	Employ the relativist perspective while discussing cultural variation.	2017 - 2018 (Fall)	Survey	5=11 4=21 3=33 2=12 1=3 0=2 11 students felt capable of explaining everything, 21 could explain most of it, 33 felt competent but could not explain it to others, 12 felt some confusion, 3 felt more confusion and 2 did not learn it at all.	Achieved Goal	86	65
Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 5	Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.	2017 - 2018 (Fall)	Survey	D) Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 1=1 0=1 18 students felt competent enough to explain everything, 42 felt they could explain most of it, 15 felt competent but not enough to explain it, 5 felt some level of confusion about	Achieved Goal	86	75
Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 6	Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.	2017 - 2018 (Fall)	Survey	E) Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. 5=14 4=27 3=33 2=6 1=2 0=1 14 students felt competent to explain everything, 27 could explain most, 33 felt competent but could not explain it, 6 felt confusion in at least one area, 2 felt more	Achieved Goal	86	74

Program - Nursing (AS)	ANTH 110	Cultural Anthropology	SLO 7	Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.	2017 - 2018 (Fall)	Survey	F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5= 16 4=25 3=21 2=17 1=3 0=1 16 felt competent to explain everything, 25 could explain most of it, 21 felt competent but not able to explain it, 17 felt confused in at least one area, 3 felt more confusion and one student did not learn it at all.	Achieved Goal	86	62
Program - Nursing (AS)	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.
Program - Nursing (AS)	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series of exam questions that were averaged	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Program - Nursing (AS)	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Program - Nursing (AS)	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam. and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.
Program - Nursing (AS)	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Program - Nursing (AS)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Nursing (AS)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Program - Nursing (AS)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Nursing (AS)	BIOL 260	Human Physiology	SLO 2	Describe cellular activity using chemical and physical principles.	2016 - 2017 (Spring)	Exam	The first exam tested students on their understanding of cellular structure and function	Achieved Goal	26	16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, making this SLO achieved. Most of the content was built on prerequisite knowledge, so it would be expected that scores would be slightly higher on this exam than the subsequent exams. However, this was not the case, perhaps because students were getting used to the classroom expectations.
Program - Nursing (AS)	BIOL 260	Human Physiology	SLO 3	Relate cellular activity to the functioning of specific body tissues and organs.	2016 - 2017 (Spring)	Assignment/Project	There were four assignments that related to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment 4. White Blood Cell assignment	Achieved Goal	26	24 92 percent of the submissions for these assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 x 4). Students seem to do well on low stakes activities, where completion is more important than accuracy.
Program - Nursing (AS)	CHEM 410	Health Science Chemistry I	SLO 1	At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various states they exist in	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Program - Nursing (AS)	CHEM 410	Health Science Chemistry I	SLO 2	Students will be able to represent the chemical elements and simple chemical compounds, and they will begin the process of depicting a variety of chemical reactions involving elements, compounds and ions	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Program - Nursing (AS)	CHEM 410	Health Science Chemistry I	SLO 3	Students will solve elementary quantitative problems involving concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	38

Program - Nursing (AS)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	120	111
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 1	Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific purpose	2017 - 2018 (Fall)	Assignment/Project	see program review	Achieved Goal	29	19
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2016 - 2017 (Spring)	Presentation/Performance	2.6	Achieved Goal	120	114
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 2	Incorporate research, sound reasoning and evidence that support claims they make in their presentations of speeches and outlines	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	23
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2016 - 2017 (Spring)	Essay	3.2	Achieved Goal	120	106
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 3	Demonstrate that they are careful and critical thinkers both as speakers and listeners.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2016 - 2017 (Spring)	Exam	3.3	Achieved Goal	120	117
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 4	Adapt their presentations to the audience based on situational, demographics, and psychological	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	24
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2016 - 2017 (Spring)	Exam	3.1	Achieved Goal	120	117
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 5	Explain their relationship and ethical responsibilities to others in the communication transaction.	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	19
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication	2016 - 2017 (Spring)	Exam	3.0	Achieved Goal	120	120
Program - Nursing (AS)	COMM 110	Public Speaking	SLO 6	Explain the basic principles of communication, and apply selected theories of rhetoric and/or communication	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	29	22
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Nursing (AS)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	80
Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 1	Exhibit effective problem-solving communication skills	2016 - 2017 (Spring)	Assignment/Project	3.4	Achieved Goal	20	20
Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 2	Demonstrate the ability to discover, critically evaluate and accurately report information	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	20	20
Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 3	Engage in sound reasoning to reach a well-reasoned decision	2016 - 2017 (Spring)	Assignment/Project	3.4	Achieved Goal	20	20
Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 4	Organize presentations effectively	2016 - 2017 (Spring)	Essay	3.1	Achieved Goal	20	18
Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 5	Demonstrate ability to effectively prepare for and deliver presentations within small group settings	2016 - 2017 (Spring)	Presentation/Performance	3.3	Achieved Goal	20	18
Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 7	Demonstrate effective listening skills in various settings	2016 - 2017 (Spring)	Essay	3.5	Achieved Goal	20	18

Program - Nursing (AS)	COMM 140	Small Group Communication	SLO 8	Adapt communication strategies to fit the audience and situation; and present their views with persuasive	2016 - 2017 (Spring)	Presentation/Performance	3.4		Achieved Goal	20	18
Program - Nursing (AS)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4		Achieved Goal	10	10
Program - Nursing (AS)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3		Achieved Goal	36	35
Program - Nursing (AS)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations (Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination and stereotypes	2016 - 2017 (Spring)	Essay	4		Achieved Goal	10	10
Program - Nursing (AS)	COMM 150	Intercultural Communication	SLO 3	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discriminatory	2016 - 2017 (Spring)	Exam	4		Achieved Goal	10	10
Program - Nursing (AS)	COMM 150	Intercultural Communication	SLO 4	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8		Achieved Goal	10	10
Program - Nursing (AS)	ENGL 100	Composition and Reading	SLO 1	Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of their own	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	30
Program - Nursing (AS)	ENGL 100	Composition and Reading	SLO 2	Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose	2017 - 2018 (Fall)	Essay	see uploads		Achieved Goal	41	31
Program - Nursing (AS)	ENGL 100	Composition and Reading	SLO 3	Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers and correct	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	28
Program - Nursing (AS)	ENGL 100	Composition and Reading	SLO 4	Proofread effectively for grammar and usage errors, including correct application of MLA document format	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	33
Program - Nursing (AS)	ENGL 100	Composition and Reading	SLO 5	Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them according to MLA guidelines	2017 - 2018 (Fall)	Essay	see docs		Achieved Goal	41	32
Program - Nursing (AS)	NURS 211	Introduction to Nursing	SLO 1	Using the nursing process, students engage in an ongoing evaluation of care delivered and change the plan of care as appropriate.	2017 - 2018 (Fall)	Exam		Final exam revealed more than 80% of the students achieved an above average grade on the final exam demonstrating meeting the SLO	Achieved Goal	49	41 Continue to meet with students who are not passing exams and offer counseling and resources to improve their grade and pass the course. Continue with SLO
Program - Nursing (AS)	NURS 211	Introduction to Nursing	SLO 2	Students follow professional ethical standards when they provide nursing care to patients.	2017 - 2018 (Fall)	Presentation/Performance		All students met the standards. No students failed the clinical objectives related to ethical and professional	Achieved Goal	49	49 Continue to measure
Program - Nursing (AS)	NURS 211	Introduction to Nursing	SLO 3	Students will accurately identify a patient using two identifiers.	2017 - 2018 (Fall)	Presentation/Performance		Students practice this in lab and follow through in clinical.	Achieved Goal	49	49 Students met this SLO by in large. It is a good SLO to continue measuring
Program - Nursing (AS)	NURS 212	Concepts of Homeostasis in Nursing	SLO 1	Demonstrate a sound knowledge of nursing methods, skills and health care management of the acute care patient	2017 - 2018 (Fall)	Presentation/Performance		The goal was for 85% of the students to pass the Medication Pass Competency with no more than 2 tries. It was met in that only one student exceeded the two tries	Achieved Goal	46	45 This is a required skill for the course, will continue to measure.
Program - Nursing (AS)	NURS 212	Concepts of Homeostasis in Nursing	SLO 2	Use theory and knowledge from nursing, the physical/behavioral sciences and the humanities in	2017 - 2018 (Fall)	Assignment/Project		85% of the students have achieved a 90% or better on the Well Elder Reports.	Achieved Goal	10	10 Will continue to assess
Program - Nursing (AS)	NURS 212	Concepts of Homeostasis in Nursing	SLO 3	Demonstrate effective skills in communicating information and advice to patients and their families.	2017 - 2018 (Fall)	Other		SLO was to be removed, no longer assessing	Inconclusive	0	0 Need to remove this SLO
Program - Nursing (AS)	NURS 231	Psychiatric Nursing	SLO 1	Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as means to determine nursing activities. (Program SLO #2)	2017 - 2018 (Fall)	Assignment/Project		No longer assessing this SLO	Achieved Goal	50	50 Analyzed Simulated charting. Students have achieved minimum points. Next steps will be to discontinue this SLO and consider new measurements with other SLOs
Program - Nursing (AS)	NURS 235	Nursing Skills Lab III	SLO 1	Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting. (Program SLO #4)	2017 - 2018 (Fall)	Presentation/Performance		With the aid of selected media, students observe then practice, in small groups, psychosocial-cultural assessments through role play. Therapeutic Communication Lab. Skills lab instructors assess student participation in small group work/role-play and provide immediate and	Achieved Goal	50	50 Valuable experience for students to practice in simulation. Continue to assess for at least one more year
Program - Nursing (AS)	NURS 235	Nursing Skills Lab III	SLO 2	Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills. (Program SLO #8)	2017 - 2018 (Fall)	Discussion		Students hone previously learned therapeutic communication skills through participating in multiple role play scenarios in the skills lab. Disaster Nursing (Phases of Crisis Intervention). Skills lab instructors assess student participation in role-play	Achieved Goal	50	50 Students achieved this SLO by contributing role-play findings and case study work to a large group discussion. Continue to assess

Program - Nursing (AS)	NURS 235	Nursing Skills Lab III	SLO 3	Apply nursing methods, protocols and procedures to appropriate care situations.	2017 - 2018 (Fall)	Presentation/Performance	Skills lab instructors evaluate competency based on the student demonstrating appropriate technique in simulation. All students were successful in demonstrating the ability to perform these skills: Ostomy application; Lower extremity wrap [guaze and Ace]; Insulin Mixing	Inconclusive	50	40 The majority of the students are viewed directly by the skills lab instructor but it is not absolutely conclusive. Continue to evaluate and develop a plan to have an established form that validates a student can demonstrate the set of skills.
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 1	Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them)	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	77
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 2	Analyze elements of a scientific approach to understanding human development in a biosychosocial	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	75
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 3	Identify biological, psychological, and sociocultural influences on lifespan development	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	88
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 4	Describe the ways in which psychological principles and research apply to real world problems and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	62
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 5	Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychobiological	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	88
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 6	Identify and describe the techniques and methods used by developmental psychologists to study human development	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	73
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 7	Identify and describe classic and contemporary theories and research in lifespan psychology.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	73
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 8	Describe the developing person at different periods of the lifespan.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	66
Program - Nursing (AS)	PSYC 200	Developmental Psychology	SLO 9	Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	97
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nursing (AS)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	BIOL 240	General Microbiology	SLO 1	Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the environment	2016 - 2017 (Fall)	Exam	This assessment used a series of exam questions so we ended up with a non-whole number of students succeeding.	Achieved Goal	19	15 This needs to be assessed more in the final exam to get a better measure of retention of information.
Program - Nutrition and Dietetics (AS-T)	BIOL 240	General Microbiology	SLO 2	Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes.	2016 - 2017 (Fall)	Exam	This SLO needs to be re-written to be more specific. As it stands it may be too far ranging of a topic to be adequately assessed. The assessment was by a series	Achieved Goal	19	16 This assessment needs to be incorporated into both midterm and final exams to check for retention of information.
Program - Nutrition and Dietetics (AS-T)	BIOL 240	General Microbiology	SLO 3	Demonstrate mastery of laboratory techniques appropriate to microbiology and ability to organize qualitative and quantitative data into a laboratory report	2016 - 2017 (Fall)	Presentation/Performance	This SLO assessment used a lab skill demonstration. One student did not pass the first time but she passed the second time she tried.	Achieved Goal	19	18 There are more lab skills that could be incorporated but aseptic technique is the most critical to success in a microbiology lab.
Program - Nutrition and Dietetics (AS-T)	BIOL 240	General Microbiology	SLO 4	Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications.	2016 - 2017 (Fall)	Exam	This is something we work on all semester. A specific date cannot be entered. The students are asked the same question on the second exam. and the final exam.	Achieved Goal	19	18 The students are successful in describing the scientific method. We are implementing more application of the scientific method.
Program - Nutrition and Dietetics (AS-T)	BIOL 240	General Microbiology	SLO 5	Demonstrate a knowledge of industrial, biotechnological and clinical applications of microbiology.	2016 - 2017 (Fall)	Exam	This assessment is based on one exam questions. The students do other activities that relate to this SLO, which need to be incorporated into the assessment	Achieved Goal	18	13 This SLO could be assessed by other methods that would be more complete.
Program - Nutrition and Dietetics (AS-T)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Nutrition and Dietetics (AS-T)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21

Program - Nutrition and Dietetics (AS-T)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Nutrition and Dietetics (AS-T)	BIOL 260	Human Physiology	SLO 2	Describe cellular activity using chemical and physical principles.	2016 - 2017 (Spring)	Exam	The first exam tested students on their understanding of cellular structure and function	Achieved Goal	26	16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, making this SLO achieved. Most of the content was built on prerequisite knowledge, so it would be expected that scores would be slightly higher on this exam than the subsequent exams. However, this was not the case, perhaps because students were getting used to the classroom expectations.
Program - Nutrition and Dietetics (AS-T)	BIOL 260	Human Physiology	SLO 3	Relate cellular activity to the functioning of specific body tissues and organs.	2016 - 2017 (Spring)	Assignment/Project	There were four assignments that related to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment 4. White Blood Cell assignment	Achieved Goal	26	24 92 percent of the submissions for these assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 x 4). Students seem to do well on low stakes activities, where completion is more important than accuracy.
Program - Nutrition and Dietetics (AS-T)	BIOL 310	Nutrition	SLO 1	Apply principles of nutrition to everyday life to make decisions based upon scientifically proven facts about foods and nutrition.	2016 - 2017 (Spring)	Assignment/Project	The students had to complete a followup three day diet analysis and discuss the changes they had made to their diet based on what they learned. Of the 111 students, 97 completed this assignment, and 89 got scores of 70% or higher. For more data see program review	Achieved Goal	97	89 With the results indicated, it seems the SLO has been met. Future efforts should be put into increasing completion of this assignment.
Program - Nutrition and Dietetics (AS-T)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Nutrition and Dietetics (AS-T)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Nutrition and Dietetics (AS-T)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Nutrition and Dietetics (AS-T)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Nutrition and Dietetics (AS-T)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Nutrition and Dietetics (AS-T)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Nutrition and Dietetics (AS-T)	CHEM 220	General Chemistry II	SLO 3	appropriate calculations Demonstrate a basic knowledge of atomic and molecular stability and the formation of various stable products	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	through explanations and appropriate Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here. 82.5% correct see attached	Achieved Goal	85	67
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	13
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	39
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>>Statistics Sp 2018	Achieved Goal	52	31

Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	28
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56

Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	38
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	46
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48

Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	26
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	43
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Inconclusive	219	145
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	43
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other		Achieved Goal	73	61
Program - Nutrition and Dietetics (AS-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	42
Program - Nutrition and Dietetics (AS-T)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Nutrition and Dietetics (AS-T)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Nutrition and Dietetics (AS-T)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Nutrition and Dietetics (AS-T)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Nutrition and Dietetics (AS-T)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental research generally;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Nutrition and Dietetics (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Nutrition and Dietetics (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Nutrition and Dietetics (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Nutrition and Dietetics (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15

Program - Nutrition and Dietetics (AS-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporarv social phenomena.	2016 (Summer)	Exam	For this learning outcome, over 70% of the students demonstrated competence.	Achieved Goal	17	14
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Nutrition and Dietetics (AS-T)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Office Assistant I (CS)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. the primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Office Assistant II (CS)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. the primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Physical Science (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physical Science (AS)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physical Science (AS)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Physical Science (AS)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physical Science (AS)	CHEM 410	Health Science Chemistry I	SLO 1	At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various states they exist in	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Program - Physical Science (AS)	CHEM 410	Health Science Chemistry I	SLO 2	Students will be able to represent the chemical elements and simple chemical compounds, and they will begin the process of depicting a variety of chemical reactions involving elements, compounds and ions	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	39
Program - Physical Science (AS)	CHEM 410	Health Science Chemistry I	SLO 3	Students will solve elementary quantitative problems involving concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	39	38
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 1	Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming concepts	2016 - 2017 (Spring)	Exam	100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 2	Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling I/O files and events	2016 - 2017 (Spring)	Exam	100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 3	Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Language UML notation	2016 - 2017 (Spring)	Exam	100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy

Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 4	Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and polymorphism	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 5	Describe the concept of recursion, and implement, test, and debug simple recursive methods.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 6	Explain and employ basic sorting and searching algorithms.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 7	Use and create standard API documents to understand and document the use of classes and	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Physical Science (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 8	Demonstrate an understanding of professional codes of ethics, such as ACM and IEEE.	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignmentnet 1) correctly.	Achieved Goal	26	23	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model	2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignmentnet 2) correctly.	Achieved Goal	25	22	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 3) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions.	2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students, 11 were successful	Achieved Goal	12	11	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 4) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 5) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignmentnet 6) correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were successful	Achieved Goal	12	8	
Program - Physical Science (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23	Continue with current strategy
Program - Physical Science (AS)	GEOL 100	Survey of Geology	SLO 5	Identify and describe basic properties of minerals and rocks and understand their importance as Earth resources	2016 - 2017 (Spring)	Assignment/Project	4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments	Achieved Goal	30	24	Quiz grades were averaged for each student that took all 4. Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used. 24/30 or 80% of students were successful with minimum score of 80%. 6 students were not assessed due to too many missing grades. See attached

Program - Physical Science (AS)	GEOL 101	Geology Laboratory	SLO 2	Demonstrate an understanding of geologic concepts and principles by being able to apply these concepts to identify and/or interpret geologic features	2016 - 2017 (Spring)	Exam	48 point written test requiring students to determine earthquake epicenter, magnitude and relative motion from seismograms; and determine plate rates and directions from hot spot volcanic features map – no calculators allowed	Achieved Goal	17	11 17 students took the exam. 11 scored 69% or higher. 6 scored 67% or lower. Although only 65% of students were successful, scoring at least 69% or higher, no changes were recommended considering the large quantity of math operations required, no math prerequisite and no use of calculators.
Program - Physics (AS)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physics (AS)	CHEM 210	General Chemistry I	SLO 2		2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physics (AS)	CHEM 210	General Chemistry I	SLO 3		2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Physics (AS)	CHEM 210	General Chemistry I	SLO 4		2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physics (AS)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through explanations and appropriate Demonstrate an understanding of the energy associated with chemical reactions through explanations and appropriate calculations	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Physics (AS)	CHEM 220	General Chemistry II	SLO 2		2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Physics (AS)	CHEM 220	General Chemistry II	SLO 3		2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 1		2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 2	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 3	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 4	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 5	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 6	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 7	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 255	(CS1) Programming Methods: Java	SLO 8	2016 - 2017 (Spring)		100% of students who took the final exam scored above 80% on the exam	Achieved Goal	28	28 Continue with current strategy	
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1	Demonstrate knowledge and understanding of the principal object-oriented programming concepts. Demonstrate knowledge and understanding of the principal object-oriented programming concepts.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to design a project using the concepts of OOP. Out of 13 students 12 were successful.	Achieved Goal	13	12
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 1		2016 - 2017 (Spring)	Assignment/Project	88.46% of students completed the assignment (Assignnemet 1) correctly.	Achieved Goal	26	23 Continue with current strategy
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2	Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model. Implement a medium-size computer program that is stylistically and functionally correct, based on an object-oriented design model.	2016 - 2017 (Fall)	Assignment/Project	Students were given multiple classes and were asked to model them in UML. All 12 students were successful.	Achieved Goal	12	12
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 2		2016 - 2017 (Spring)	Assignment/Project	88% of students completed the assignment (Assignnemet 2) correctly.	Achieved Goal	25	22 Continue with current strategy
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3	Reuse existing components through inheritance and polymorphism. Reuse existing components through inheritance and polymorphism.	2016 - 2017 (Fall)	Assignment/Project	Students were given a medium size program to design in accordance with OOP guidelines. All 12 students were successful.	Achieved Goal	12	12
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 3		2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignnemet 3) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4	Implement, test, and debug simple recursive functions. Implement, test, and debug simple recursive functions.	2016 - 2017 (Fall)	Assignment/Project	Students were given an existing class and were asked to extend it using concepts of inheritance and polymorphism. All students were successful	Achieved Goal	12	12
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 4		2016 - 2017 (Spring)	Exam	92% of students answered midterm exam question correctly	Achieved Goal	25	23 Continue with current strategy
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5	Demonstrate different forms for binding, visibility, scope and lifetime management. Demonstrate different forms for binding, visibility, scope and lifetime management.	2016 - 2017 (Fall)	Assignment/Project	Students were given a recursive task and were asked to implement and debug its creation. Out 10 12 students. 11 were successful	Achieved Goal	12	11
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 5		2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignnemet 4) correctly.	Achieved Goal	25	23 Continue with current strategy

Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Fall)	Assignment/Project	Students were asked to write a code that handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling	Achieved Goal	12	10
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 6	Employ components in the C++ Standard Template Library (STL).	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 5) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Fall)	Exam	Students were tested on dynamic memory allocation in destructors. Ten out of 12 students were successful. More emphasize is needed on this topic	Achieved Goal	12	10
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 7	Utilize exception handling to provide a robust computer application	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (Assignment 6) correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Fall)	Exam	Students were asked to relate the development of high level languages to programming paradigms such as, imperative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were successful	Achieved Goal	12	8
Program - Physics (AS)	CIS 278	(CS1) Programming Methods: C++	SLO 8	Relate the development of high level languages to the programming paradigms used today	2016 - 2017 (Spring)	Exam	92% of students answered final exam question correctly.	Achieved Goal	25	23 Continue with current strategy
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see SLO report see attached	Achieved Goal	73	13
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	39
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	31
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	28
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58

Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	33
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	31
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information	Inconclusive	219	116
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	27
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	30
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	35
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->Statistics Sp 2018	Achieved Goal	52	36

Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see attached to SLO 1	Achieved Goal	85	48
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other		Achieved Goal	73	58
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other		Achieved Goal	73	54
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	38
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	59
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other		Achieved Goal	73	65
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	46
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	26

Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	43
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Inconclusive	219	145
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Physics (AS)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	42
Program - Physics (AS-T)	CHEM 210	General Chemistry I	SLO 1	Describe and give examples of various classifications of matter.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physics (AS-T)	CHEM 210	General Chemistry I	SLO 2	Understand and use scientific measurements in problem solving.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physics (AS-T)	CHEM 210	General Chemistry I	SLO 3	Recognize the interrelationships of subatomic, atomic, molecular structure and the associated	2017 - 2018 (Fall)	Survey	program review	Achieved Goal	31	30
Program - Physics (AS-T)	CHEM 210	General Chemistry I	SLO 4	Competently perform experiments and evaluate data obtained from	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	31	31
Program - Physics (AS-T)	CHEM 220	General Chemistry II	SLO 1	Demonstrate an understanding of the basic principles of chemical reactions and reaction processes through	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Physics (AS-T)	CHEM 220	General Chemistry II	SLO 2	explanations and appropriate Demonstrate an understanding of the energy associated with chemical	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	13
Program - Physics (AS-T)	CHEM 220	General Chemistry II	SLO 3	reactions through explanations and appropriate calculations Demonstrate a basic knowledge of	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	13	11
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.1	Pilates I	SLO 1	atomic and molecular stability and the formation of various stable products through explanations and appropriate	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	46	44 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.1	Pilates I	SLO 2	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises applicable to the study and practice of Pilates.	Achieved Goal	46	46 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.2	Pilates II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.2	Pilates II	SLO 2	intermediate Demonstrate knowledge of various exercises and practical applications in the study of intermediate Pilates.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.3	Pilates III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.3	Pilates III	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat and Reformer Instructor (CS)	KINE 126	Pilates Reformer Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students achieved this SLO. No steps needed for improvement at this time.

Program - Pilates Mat and Reformer Instructor (CS)	KINE 126	Pilates Reformer Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Reformer Exercises.	2016 - 2017 (Spring)	Assignment/Project	All students demonstrated skill and knowledge of the Pilates Reformer Exercises on exams, during lab practice, and during final practical teaching exam	Achieved Goal	20	100% of students achieved this SLO. No "next steps" needed.
Program - Pilates Mat and Reformer Instructor (CS)	KINE 126	Pilates Reformer Instructor Training	SLO 3	Plan a safe and effective Pilates Reformer class.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	100% of students passed their practical teaching exam demonstrating successful achievement in planning and teaching a safe and effective Pilates Reformer class. No adjustments needed in teaching methods and assignments at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.1	Pilates I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	46	44 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.1	Pilates I	SLO 2	Demonstrate knowledge of various exercises applicable to the study and practice of Pilates at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises applicable to the study and practice of Pilates.	Achieved Goal	46	46 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.2	Pilates II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.2	Pilates II	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of intermediate Pilates.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	5	5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.3	Pilates III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.3	Pilates III	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Pilates Mat Instructor (CS)	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here.	Achieved Goal	85	67
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other	see attached	Achieved Goal	73	13
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability&>Statistics Sp 2018	Achieved Goal	52	39
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51
Program - Political Science Associate in Arts Degree for Transfer (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51

Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	31
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	73
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	28
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	58
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	33
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions.	Inconclusive	219	142
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	31
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information.	Inconclusive	219	116
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42

Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	27
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	30
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	35
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	36
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	33

Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other		Achieved Goal	73	54
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability >>Statistics Sp 2018	Achieved Goal	52	38
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	59
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other		Achieved Goal	73	65
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability >>Statistics Sp 2018	Achieved Goal	52	46
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability >>Statistics Sp 2018	Achieved Goal	52	39
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48

Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	26
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	43
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic.	Inconclusive	219	145
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	43
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other		Achieved Goal	73	61
Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T)	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem_Probability->>Statistics Sp 2018	Achieved Goal	52	42
Program - Political Science (AA-T PLS 110 Associate in Arts Degree for Transfer) (AA-T)	Contemporary Foreign Governments	SLO 1	Discuss various regime types and their central features.	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #1 correctly.	Achieved Goal	20	14
Program - Political Science (AA-T PLS 110 Associate in Arts Degree for Transfer) (AA-T)	Contemporary Foreign Governments	SLO 2	Effectively communicate the impact of state and non-state actors on the development and implementation of policy in different regime types and political systems, utilizing the	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #2 correctly.	Achieved Goal	20	14
Program - Political Science (AA-T PLS 110 Associate in Arts Degree for Transfer) (AA-T)	Contemporary Foreign Governments	SLO 3	Critically analyze political theories and ideologies regarding the stability of regimes and transitions from one regime type to another.	2016 - 2017 (Fall)	Exam	14 out of 20 students (70%) answered the questions associated with SLO #3 correctly.	Achieved Goal	20	14
Program - Political Science (AA-T PLS 110 Associate in Arts Degree for Transfer) (AA-T)	Contemporary Foreign Governments	SLO 4	Discuss the impact of regional, historical, ethnic, cultural and economic diversity on political institutions, issues and policy.	2016 - 2017 (Fall)		14 out of 20 students (70%) earned a passing grade on the term paper associated with SLO #4.	Achieved Goal	20	14
Program - Political Science (AA-T PLS 110 Associate in Arts Degree for Transfer) (AA-T)	Contemporary Foreign Governments	SLO 5	Evaluate ethical issues and conflicts inherent to political issues.	2016 - 2017 (Fall)		14 out of 20 students (70%) answered the questions associated with SLO #5 correctly.	Achieved Goal	20	14
Program - Political Science (AA-T PLS 210 Associate in Arts Degree for Transfer) (AA-T)	American Politics	SLO 1	Demonstrate an understanding of the historical evolution of American political institutions.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLS 210 - 92265 - American Politics, 29 students. 83% average grade of highest graded attempts on Constitution quiz 88% average grade of highest graded attempts on Congress quiz 88% average grade of highest graded attempts on Presidency quiz 86% average grade of highest graded attempts on Bureaucracy quiz Average of the above: 86%	Achieved Goal	29	29 Success achieved. Continue monitoring in the future.

Program - Political Science (AA-T PLSC 210 Associate in Arts Degree for Transfer) (AA-T)	American Politics	SLO 2	Effectively communicate understanding of the roles played by state actors (such as the 3 branches of government) and non-state actors (such as interest groups, political parties and the news media) on the development and implementation of policy.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics 29 students	Inconclusive	29	29 100 of students succeeded on quizzes but only 35% on the discussion forum. Greater effort needs to be made on preparing students for participation in discussion forum.
						1. Criteria: Earned a passing grade of 70% or greater on discussion forum on school integration •20/29=35% fulfilled criteria			
						2. Criteria: Average of highest graded attempts greater than 70%			
						88% average grade of highest graded attempts on Congress quiz 88% average grade of highest graded attempts on Presidency quiz 87% average grade of highest graded attempts on Judiciary quiz 78% average grade of highest graded attempts on Interest Groups quiz 78% average grade of highest graded attempts on Political Parties quiz 84% average grade of highest graded attempts on News Media quiz			
Program - Political Science (AA-T PLSC 210 Associate in Arts Degree for Transfer) (AA-T)	American Politics	SLO 3	Critically analyze theories on the impact of federalism, the separation of powers and economic inequality on the development and implementation of policy.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics 29 students	Inconclusive	29	29 100% of students achieved criteria on quizzes but only 48% on discussion forum. Need to help students to better prepare for participation in discussion forums.
						Criteria: Earned a passing grade of 70% or greater on discussion forum on presidential candidates debate			
						14/29=48% fulfilled criteria			
						Criteria: Average of highest graded attempts greater than 70%			
						86% average grade of highest graded attempts on federalism quiz 88% average grade of highest graded attempts on Congress quiz 88% average grade of highest graded attempts on Presidency quiz 87% average grade of highest graded attempts on Judiciary quiz			
Program - Political Science (AA-T PLSC 210 Associate in Arts Degree for Transfer) (AA-T)	American Politics	SLO 4	Discuss the impact of ethnic, cultural and economic diversity on political issues and policy.	2016 - 2017 (Fall)		Assesed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics, 29 students.	Inconclusive	29	29 100% of students achieved criteria on quizzes but only 55% on discussion forum. Need to improve student preparation for participation in discussion forum.
						Criteria: Earned a passing grade of 70% or greater on discussion forum on gangs			
						16/29=55%			
						Criteria: Average of highest graded attempts greater than 70%			
						88% average grade of highest graded attempts on civil rights quiz 87% average grade of highest graded attempts on civil rights quiz			
Program - Political Science (AA-T PLSC 210 Associate in Arts Degree for Transfer) (AA-T)	American Politics	SLO 5	Evaluate the ethical issues and conflicts inherent to political issues.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics, 29 students.	Achieved Goal	29	29 100% success achieved. Continue to monitor.
						Criteria: Earned a passing grade of 70% or greater on oral presentation			
						29/29=100% fulfilled criteria			
Program - Political Science (AA-T PLSC 210 Associate in Arts Degree for Transfer) (AA-T)	American Politics	SLO 6	Demonstrate understanding of the rights and duties of a citizen through participation in the political system.	2016 - 2017 (Fall)		Assessed Fall 2016, TuTh 11, PLSC - 210 - 92265 - American Politics	Inconclusive	29	29 100% success rate on voter registration assignment but only 66% achieved criteria on political participation assignment. Need to improve student preparation for political participation assignment.
						Criteria: Earned a passing grade of 70% or greater on political participation assignment			
						19/29=66% fulfilled criteria			
Program - Political Science (AA-T PSYC 121 Associate in Arts Degree for Transfer) (AA-T)	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	Criteria: Successfully completed the Voter See program review	Achieved Goal	20	18
Program - Political Science (AA-T PSYC 121 Associate in Arts Degree for Transfer) (AA-T)	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15

Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Political Science (AA-T Associate in Arts Degree for Transfer) (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral data.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Project Management (CS)	MGMT 220	Organizational Behavior	SLO 1	Articulate the broad range of management issues affecting organizational success and sustainability today.	2016 - 2017 (Fall)	Discussion	Class discussions are key to understanding management material because they allow students to hear differing points of view, and to practice articulating their own views in a public setting.	Achieved Goal	29	25 25/29 students are effective in articulating issues. 4 students are not. Continue to individually coach these students to improve their understanding and skills.
Program - Project Management (CS)	MGMT 220	Organizational Behavior	SLO 2	Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to individuals, teams and groups.	2016 - 2017 (Spring)	Discussion	This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.	Achieved Goal	29	25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry.
Program - Project Management (CS)	MGMT 220	Organizational Behavior	SLO 3	Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within them work.	2016 - 2017 (Spring)	Discussion	Class discussions are key to learning management material because they allow students the chance to hear different points of view and to learn from constructive debate on key management	Achieved Goal	29	25 Review current SLOs for updating.
Program - Project Management (CS)	MGMT 220	Organizational Behavior	SLO 4	Utilize a variety of organizational behavior concepts and theories in the workplace, and demonstrate the importance of effective communication in organizations.	2016 - 2017 (Spring)	Discussion	Class discussions give students the opportunity to test their theories with a supportive but critical thinking audience.	Achieved Goal	29	25 Consider adding ESL requirements to this course because course material uses an extensive English vocabulary. Students with weak ESL skills struggle with vocabulary, with testing and with in class discussions. 3 students dropped the class because they could not understand English enough to continue.
Program - Project Management (CS)	MGMT 220	Organizational Behavior	SLO 5	Articulate the differences in teams, how to make team selections, team assignments and implement team motivation.	2016 - 2017 (Spring)	Forum	Team discussions are applicable to most work and life situations. Students relate to and appreciate this topic.	Achieved Goal	29	25
Program - Project Management (CS)	MGMT 220	Organizational Behavior	SLO 6	Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individual.	2016 - 2017 (Spring)	Forum	86% were able to articulate required topics. Students will benefit by practicing their analytical, critical thinking skills and by articulating those in class.	Achieved Goal	29	25 Suggest reviewing and updating SLOs for this course.
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	74
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	65 Assess SLO in next cycle
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 1	Explain the principles of evolution that underlie all of biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	62 Analyze outcomes in next cycle.
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57

Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2016 - 2017 (Spring)	Other	he five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	45 Assess SLO in next cycle
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 2	Describe relationships and dynamics in ecosystems.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	45 Analyze outcomes in next cycle.
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	59	57
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Did Not Achieve Goal	87	57
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	47 Assess SLO in next cycle
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 3	Relate molecular structure and function in cells and organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	73	47 Analyze outcomes in next cycle.
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better	Achieved Goal	59	57
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	65
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Did Not Achieve Goal	75	54 Assess SLO in next cycle
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 4	Describe the diversity of organisms.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	54 Analyze outcomes in next cycle.
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and	2016 (Summer)	Other	Of 59 students who completed the course, 57 earned a C or better for their final grade; the criterion for success is 70% of the class earning C or better.	Achieved Goal	59	57
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 53 completed quizzes, Prof. Diamond had 34.	Achieved Goal	87	70

Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2016 - 2017 (Spring)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 52 completed quizzes, Prof. Diamond had 23.	Achieved Goal	75	59 Assess SLO in next cycle
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 (Summer)	Other	Of the 50 students that completed the course, 42 had a passing final grade of 70% or higher (C).	Achieved Goal	50	42
Program - Psychology (AA-T)	BIOL 110	General Principles of Biology	SLO 5	Follow instructions, work cooperatively using appropriate laboratory skills and the scientific method to investigate biological phenomena, evaluate current issues and solve both quantitative and conceptual problems in Biology.	2017 - 2018 (Fall)	Other	The five Bio 110 SLOs were assessed by an online exit quiz on Canvas, with two questions for each SLO. To successfully meet/achieve the SLO, the class average must be 1.5/2 (75% of mastery, which is 2/2) or better. Prof. Hankamp had 50 completed quizzes, Prof. Diamond had 23.	Achieved Goal	73	59 Analyze outcomes in next cycle.
Program - Psychology (AA-T)	BIOL 130	Human Biology	SLO 1	Describe the physical structures of the body and describe their functions.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Psychology (AA-T)	BIOL 130	Human Biology	SLO 2	Explain the processes of inheritance, reproduction, and development.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Psychology (AA-T)	BIOL 130	Human Biology	SLO 3	Explain the general mechanism of homeostasis and provide examples.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Psychology (AA-T)	BIOL 130	Human Biology	SLO 4	Discuss disorders of homeostasis. Discuss scientific principles as they pertain to the evolution of humans.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Psychology (AA-T)	BIOL 130	Human Biology	SLO 5	Demonstrate knowledge of ecological principles related to human biology.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here. QR 5% correct see attached	Achieved Goal	85	67
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other		Achieved Goal	73	13
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	39
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	51
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other		Achieved Goal	73	51
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	31
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	73
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other		Achieved Goal	73	52
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem_Probability->Statistics Sp 2018	Achieved Goal	52	28

Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	43
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	42
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	78
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	56
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	62
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	50

Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, neuroscience, life science, health	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other	see attached to SLO 1	Achieved Goal	73	58
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	55
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	54
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	38
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	59
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	65
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	46
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	59
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	39
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184

Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	40
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	48
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->&-Statistics Sp 2018	Achieved Goal	52	26
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->&-Statistics Sp 2018	Achieved Goal	52	43
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester.	Inconclusive	219	145
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Psychology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability->&-Statistics Sp 2018	Achieved Goal	52	42
Program - Psychology (AA-T)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Psychology (AA-T)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Psychology (AA-T)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research;	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Psychology (AA-T)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior;	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Psychology (AA-T)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental approaches to the study of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 1	Identify and distinguish theoretical approaches to the study of	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	32
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 2	Identify and distinguish strengths and weakness of scientific method as applied to examination of issues in	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	28
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 3	Identify and distinguish primary models describing topics examined in	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	27
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 4	Apply theory and models in psychology to real world concerns;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	31
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 5	Describe the methods used to study behavior and mental processes;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	25
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 6	Use scientific terminology in reference to cognitive aspects of behavior and mental processes;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	35
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 7	Identify aspects of information processing model of behavior and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	37
Program - Psychology (AA-T)	PSYC 105	Experimental Psychology	SLO 8	Describe how theory and application of theory in the experimental setting alter predictions made by information processing models;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	40	36
Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 1	Identify major Marriage & Family sociological and psychological theories, research, assessments, and applications to the social institution of the family; examining the basic dimensions of marital relationships and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	28

Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 2	Identify the family from a cross-cultural, political, and historical perspective; applying the theories, research, assessments, and applications to student personal relationships and family.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	32
Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 3	Demonstrate an understanding of the intersections among gender, ethnicity, class, race, status, and sexuality within the family; applying the course concepts, definitions, examples, facts, and information from articles in the news to student's personal and family	2016 - 2017 (Fall)		See Program Review	Achieved Goal	40	30
Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 4	Examine age, gender, and socialization within the family; completing interactive self-assessments on marriage and family issues and using them to recognize and analyze	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	26
Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 5	Identify and demonstrate an understanding of the various kinship and family arrangements; completing a systematic analysis, problem solving, and action planning process on student's own relationships and family	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	30
Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 6	Develop, implement, and track results on personal relationship, marriage, and family plans.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	31
Program - Psychology (AA-T)	PSYC 110	Courtship, Marriage and the Family	SLO 7	Plan and execute a team presentation dramatizing key course insights on effective communication, relationship, and sexuality	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	33
Program - Psychology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Psychology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Psychology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Psychology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Psychology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 1	Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	77
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 2	analyze elements of a scientific approach to understanding human development in a biopsychosocial	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	75
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 3	Identify biological, psychological, and sociocultural influences on lifespan development	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	88
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 4	Describe the ways in which psychological principles and research apply to real world problems and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	62
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 5	Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	88
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 6	Identify and describe the techniques and methods used by developmental psychologists to study human	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	73
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 7	Identify and describe classic and contemporary theories and research in lifespan psychology.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	73
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 8	Describe the developing person at different periods of the lifespan.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	66
Program - Psychology (AA-T)	PSYC 200	Developmental Psychology	SLO 9	Identify possible causes or sources of developmental change and reasons for disturbances in the developmental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	97
Program - Psychology (AA-T)	PSYC 201	Child Development	SLO 1	Identify and distinguish approaches to the study of human developmental psychology from conception and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	32
Program - Psychology (AA-T)	PSYC 201	Child Development	SLO 2	through adolescence. Identify the strengths and challenges of using the scientific method in	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	28
Program - Psychology (AA-T)	PSYC 201	Child Development	SLO 3	examine issues of developmental Identify and distinguish primary models used in the study of human developmental psychology.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	40	31
Program - Psychology (AA-T)	PSYC 201	Child Development	SLO 4	Apply human development theory and models of psychological science to analyze real world concerns	2016 - 2017 (Fall)		See Program Review	Achieved Goal	40	34
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 1	Define and use basic biological, physiological, and psychological terminology of the neurosciences	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	45

Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 2	Differentiate among specialty areas within Biological Psychology and the related disciplines within the Neurosciences and the types of research that characterize the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 3	Summarize the major issues in human evolution, genetics, and behavioral development that underlie the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	37
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 4	Generate and explicate concrete examples of invasive vs. noninvasive research methods and the general principles of research ethics for the study of animals and human beings, including the research safeguards and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	43
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 5	Explain scientific approaches used in methodologies for the study of brain-behavior relationships.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	47
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 6	Explain the general anatomy and physiology of the nervous system and its relationship to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 7	Describe neural conduction and synaptic transmission.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 8	Discuss the role of the neuroendocrine system as it relates to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	38
Program - Psychology (AA-T)	PSYC 220	Introduction to Psychobiology	SLO 9	Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, motivation, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 1	Define basic psychological, biological, and physiological terminology to describe adjustment and psycho-social development across the lifespan; applying key personality theories,	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	28
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 2	Apply concrete examples of psychological perspectives and applications underlying psycho-social adjustment and personal growth;	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	25
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 3	Explain specific research methods and the general principles of research ethics for the study of man, including the safeguards and the peer-review process in science; applying the theories, research, assessments, and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	21
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 4	Demonstrate an understanding of psychological principles and develop insightful interpersonal, occupational, and social skills for enhanced personal growth; applying the course concepts, definitions, examples, and facts to	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	23
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 5	Demonstrate an understanding between individual and sociocultural differences as applied to psychology of adjustment; completing personality scales and using them to analyze	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	25
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 6	Complete a systematic analysis on the personalities of others.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	27
Program - Psychology (AA-T)	PSYC 225	Theories of Personality	SLO 7	Develop and implement a systematic personality enhancement action plan.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	35	21
Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 1	Analyze elements of a scientific approach to understanding human behavior in a psycho-social context; identifying Social Psychology theories,	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	27
Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 2	Apply the theories, research, and applications to self and to others; identifying biological and cultural	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	24
Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 3	Apply the course concepts, definitions, examples, and facts to student Flexible & Acting Self and to Groups and Others; examining individual	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	20
Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 4	Define the major scientific studies which form the basis for current theories of social psychology; completing Self-Analysis assessment	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	21
Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 5	Demonstrate and understanding of principles from social psychological research regarding the application to real world issues and problems; completing MSG-My Social Group analysis worksheets and using them to	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	26

Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 6	Identify and apply models of intervention into social behavior designed to address social problems such as racial, gender ethnic, special needs, and cultural differences; developing and implementing a	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	25
Program - Psychology (AA-T)	PSYC 300	Social Psychology	SLO 7	Complete an analysis on an in-class group, and make a team presentation on the structure and dynamics of the group; demonstrating an understanding of basic concepts and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	28
Program - Psychology (AA-T)	PSYC 410	Abnormal Psychology	SLO 1	Demonstrate knowledge of terminology used to define and describe abnormal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - Psychology (AA-T)	PSYC 410	Abnormal Psychology	SLO 2	Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	47
Program - Psychology (AA-T)	PSYC 410	Abnormal Psychology	SLO 3	of neurological disorders Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	43
Program - Psychology (AA-T)	PSYC 410	Abnormal Psychology	SLO 4	Demonstrate knowledge of assessment measures and their applications within the field of	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	48
Program - Psychology (AA-T)	PSYC 410	Abnormal Psychology	SLO 5	Compare and contrast core theories and treatment modalities as applied to	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	55	44
Program - Psychology (AA-T)	PSYC 410	Abnormal Psychology	SLO 6	major psychological disorders. Demonstrate the ability to apply the course concepts to case studies.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	55	48
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey	advantageous legal entity as related to see program review	Achieved Goal	154	131
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.

Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Real Estate (AA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Real Estate Salesperson (CS)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Real Estate Salesperson (CS)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Real Estate Salesperson (CS)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Real Estate Salesperson (CS)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Real Estate Salesperson (CS)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Real Estate Salesperson (CS)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Retail Management (CA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Retail Management (CA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Retail Management (CA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Retail Management (CA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Retail Management (CA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Retail Management (CA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Retail Management (CA)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Retail Management (CA)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Retail Management (CA)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Retail Management (CA)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Retail Management (CA)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.

Program - Retail Management (CA)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201	Continue to work with students to ensure student success.
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36	
Program - Retail Management (CA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	80	
Program - Retail Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 1	Explain a supervisor's competencies and specific role as part of a management team.	2016 - 2017 (Spring)	Exam	SLO was met	Achieved Goal	32	32	Exam demonstrated that students were able to explain roles and competencies of a supervisor
Program - Retail Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 2	Define terminology commonly used in supervisory management.	2016 - 2017 (Spring)	Exam	Goal was met	Achieved Goal	32	32	100% of student achieved a passing grade on the exam and were able to demonstrate terminology used in supervisory management
Program - Retail Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 3	Understand various supervisory tools and methodologies, and their application.	2016 - 2017 (Spring)	Essay	Goal was met	Achieved Goal	32	32	Students wrote papers which discussed supervisory tools and methods. All essays earned a passing grade and clearly demonstrated student understanding of the material
Program - Retail Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 4	Demonstrate effective verbal and written supervisory communication skills.	2016 - 2017 (Spring)	Discussion	Goal met	Achieved Goal	32	32	Current method of writing a supervisory memo is a useful tool for students to practice good communication skills. Each week we discuss challenging business case studies and that also give students the opportunity to speak as a supervisor would in a real business setting.
Program - Retail Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 5	State own personal supervisory skills using subject matter assessment tools.	2016 - 2017 (Spring)	Portfolio	See comments below	Achieved Goal	32	32	Students take weekly self assessment tests to help analyze their own personal skills. The subject matter tools help paint a picture of supervisory strengths/weaknesses which are then used in writing a 1 year development plan. Very practical tool. Highly recommend.

Program - Retail Management (CA)	MGMT 235	Fundamentals of Supervision	SLO 6	Write a personal supervisory development plan.	2016 - 2017 (Spring)	Capstone Project	Goal met	Achieved Goal	32	32	For 16 weeks, students analyze their own supervisory skills, discuss and problem solve on how to handle problems, and learn from the text, the lectures, and by sharing their own work experiences. The capstone project asks them to summarize the semester, analyze their own supervisory strengths/weaknesses, and then write a 1 year supervisory development plan to help strengthen and improve their skills. This capstone tool is personal, practical and students love it ! Highly recommend.
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	62% of students answered correctly	Achieved Goal	85	53	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. Two questions addressed this SLO, so an average is reported here. see docs attached	Achieved Goal	85	67	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Fall)	Other		Achieved Goal	73	13	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 1	Distinguish among different scales of measurement and their implications.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	39	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Fall)	Exam	On average 81% of students were successful with questions addressing this SLO.	Achieved Goal	219	177	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	51	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	51	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 10	Determine and interpret levels of statistical significance including p-values.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	31	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Fall)	Exam	On average 74% of students were successful with questions related to this objective.	Achieved Goal	219	162	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	73	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	52	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 11	Interpret the output of a technology-based statistical analysis.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR-elem._Probability>&>Statistics Sp 2018	Achieved Goal	52	28	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Fall)	Exam	On average 61% of students were successful with questions related to this objective.	Inconclusive	219	134	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	58	
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	47	

Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 12	Identify the basic concept of hypothesis testing including Type I and II errors.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	33
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Fall)	Exam	On average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions	Inconclusive	219	142
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	44
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	73	43
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 13	Formulate hypothesis tests involving samples from one and two populations.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	31
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Fall)	Exam	On average 53% of students were successful with questions related to this objective. Success rate varied by how the questions were asked: strictly verbal, or verbal with summary information or	Inconclusive	219	116
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	42
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	73	50
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 14	Select the appropriate technique for testing a hypothesis and interpret the result.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	27
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Fall)	Exam	On average 70% of students were successful with questions related to this objective.	Achieved Goal	219	153
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	78
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	73	56
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 15	Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	30
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	62
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Fall)	Other	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	73	50
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 16	Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	35
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2016 - 2017 (Fall)	Exam	On average 75% of students succeeded with questions measuring this SLO.	Achieved Goal	219	164
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Fall)	Other	see docs uploaded to SLO 1	Achieved Goal	73	62
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 2	Interpret data displayed in tables and graphically.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	36

Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see attached to SLO 1	Achieved Goal	85	48
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Fall)	Other		Achieved Goal	73	58
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 3	Apply concepts of sample space and probability.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>>Statistics Sp 2018	Achieved Goal	52	33
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	55
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Fall)	Other		Achieved Goal	73	54
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 4	Calculate measures of central tendency and variation for a given data set.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>>Statistics Sp 2018	Achieved Goal	52	38
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Fall)	Exam	On average 84% of students succeeded with questions measuring this SLO.	Achieved Goal	219	184
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	59
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Fall)	Other		Achieved Goal	73	65
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 5	Identify the standard methods of obtaining data and identify advantages.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>>Statistics Sp 2018	Achieved Goal	52	46
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	48
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to SLO 1	Achieved Goal	85	48
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Fall)	Other		Achieved Goal	73	59
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 6	Calculate the mean and variance of a discrete distribution.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>>Statistics Sp 2018	Achieved Goal	52	39
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Fall)	Exam	On average 84% of students with questions measuring this SLO.	Achieved Goal	219	184
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester. see docs uploaded to slo 1	Achieved Goal	85	40
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Fall)	Other		Achieved Goal	73	48
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 7	Calculate probabilities using normal and student's t-distributions.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>>Statistics Sp 2018	Achieved Goal	52	26

Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	44
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	59
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 8	Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	43
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Fall)	Exam	On average 66% of students were successful with questions related to this SLO. Notation confusion was problematic. These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Inconclusive	219	145
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2016 - 2017 (Spring)	Exam	These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. Language of several questions is text specific so wording will need to vary depending on the section. Students tested were those who remain in the course in the last weeks, not all of whom will pass at the end of the semester.	Achieved Goal	85	43
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Fall)	Other	see docs uploaded to slo 1	Achieved Goal	73	61
Program - Sociology (AA-T)	MATH 200	Elementary Probability and Statistics	SLO 9	Construct and interpret confidence intervals.	2017 - 2018 (Spring)	Exam	tested in Canvas. math 200-AE-AR- elem._Probability>&->Statistics Sp 2018	Achieved Goal	52	42
Program - Sociology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 1	Critically evaluate claims relating to psychology and behavioral sciences research generally;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	18
Program - Sociology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 2	Evaluate with precision scientific evidence;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Sociology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 3	Critically compare and contrast research experiments and results in the social and behavioral sciences;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Sociology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 4	Perform basic statistical tests involved in analysis of data from behavioral experiments and observed data;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	15
Program - Sociology (AA-T)	PSYC 121	Basic Statistical Concepts	SLO 5	Demonstrate proficiency in using appropriate tables to determine statistical significance of behavioral	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	20	16
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 1	Analyze elements of a scientific approach to understanding human behavior in a psycho-social context;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	27
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 2	research and applications. Apply the theories, research, and applications to self and to others;	2016 - 2017 (Fall)		See program review	Achieved Goal	30	24
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 3	identifying biological and cultural influences on social behavior	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	20
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 4	Apply the course concepts, definitions, examples, and facts to student Flexible & Acting Self and to Groups and Others; examining individual	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	21
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 5	Define the major scientific studies which form the basis for current theories of social psychology;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	26
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 6	completing Self-Analysis assessment worksheets and using them to analyze	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	25
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 7	Demonstrate and understanding of principles from social psychological research regarding the application to real world issues and problems;	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	28
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 6	completing MSG-My Social Group analysis worksheets and using them to	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	25
Program - Sociology (AA-T)	PSYC 300	Social Psychology	SLO 7	Identify and apply models of intervention into social behavior designed to address social problems such as racial, gender ethnic, special needs, and cultural differences; developing and implementing a	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	30	28
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 1	Complete an analysis on an in-class group, and make a team presentation on the structure and dynamics of the group; demonstrating an understanding of basic concepts and	2016 (Summer)	Exam	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	Achieved Goal	17	14
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 1	Understand and apply the sociological imagination to a variety of contemporary social phenomena.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.

Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 2	Understand the historical development of Sociology as a	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 3	Distinguish between the use of various research methods.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 4	Identify, compare and apply the primary sociological perspectives.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 5	Explain and apply key sociological concepts.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 6	Describe and explain the basic dimensions of social inequality and social change in historical and	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Sociology (AA-T)	SOCI 100	Introduction to Sociology	SLO 7	Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.	2016 (Summer)	Exam	Over 70% of the students demonstrated this learning objective successfully.	Achieved Goal	17	14 The assessment did not identify any problems.
Program - Spanish (CS)	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	38 of 45 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam. Those that did not succeed did not attend the	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 110	Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Spring)	Exam	33 of 44 enrolled students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	44	33 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	38 of 45 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 110	Elementary Spanish	SLO 2	Compare and contrast his/her own values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Spring)	Essay	33 of 44 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	44	34 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	38 of 45 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams. Those that did not succeed did not attend	Achieved Goal	38	38 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 110	Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	33 of 44 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams.	Achieved Goal	34	44 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 112	Elementary Spanish II	SLO 1	Communicate in Spanish in everyday situations.	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations as demonstrated in the final oral exam.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 112	Elementary Spanish II	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	2016 - 2017 (Fall)	Essay	2 of 2 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	2	2 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 112	Elementary Spanish II	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	2 of 2 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the oral and final exams.	Achieved Goal	2	2
Program - Spanish (CS)	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the final oral exam. Those that did not succeed	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 120	Advanced Elementary Spanish	SLO 1	Communicate in Spanish in everyday situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood.	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to communicate in Spanish in everyday situations that require the use of the present indicative tenses, past events using the preterit, and the subjunctive mood as demonstrated in the	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.

Program - Spanish (CS)	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Fall)	Essay	18 of 21 students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. Those that did not succeed did not attend ..	Achieved Goal	18	18 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 120	Advanced Elementary Spanish	SLO 2	Compare and contrast his/her own values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and the text.	2016 - 2017 (Spring)	Essay	15 of 16 enrolled students successfully demonstrated the ability to compare and contrast their values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text.	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Spanish (CS)	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Fall)	Exam	18 of 21 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as demonstrated in the final oral exam and the final exam. Those that did not succeed	Achieved Goal	18	18
Program - Spanish (CS)	SPAN 120	Advanced Elementary Spanish	SLO 3	Produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).	2016 - 2017 (Spring)	Exam	15 of 16 students demonstrated the necessary proficiency to produce and interpret oral and written Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages) as	Achieved Goal	16	15 The current approach and pedagogy is effective as demonstrated by the positive results of the students that participated in the assessment.
Program - Specialized Pilates Instructor (CA)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Specialized Pilates Instructor (CA)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Specialized Pilates Instructor (CA)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Specialized Pilates Instructor (CA)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Specialized Pilates Instructor (CA)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Specialized Pilates Instructor (CA)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Specialized Pilates Instructor (CA)	BIOL 130	Human Biology	SLO 1	Describe the physical structures of the body and describe their functions.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Specialized Pilates Instructor (CA)	BIOL 130	Human Biology	SLO 2	Explain the processes of inheritance, reproduction, and development.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Specialized Pilates Instructor (CA)	BIOL 130	Human Biology	SLO 3	Explain the general mechanism of homeostasis and provide examples.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Specialized Pilates Instructor (CA)	BIOL 130	Human Biology	SLO 4	Discuss disorders of homeostasis. Discuss scientific principles as they pertain to the evolution of humans.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Specialized Pilates Instructor (CA)	BIOL 130	Human Biology	SLO 5	Demonstrate knowledge of ecological principles related to human biology.	2016 - 2017 (Fall)	Exam	Based on the average scores from 5 online exams (>70% of students that scored more than 70%)	Achieved Goal	37	34
Program - Specialized Pilates Instructor (CA)	BIOL 250	Human Anatomy	SLO 1	Identify the structures of the body by systems using models, specimens, cadavers, and visual media.	2016 - 2017 (Fall)	Exam	Based on 3 Practicum exams	Did Not Achieve Goal	34	21
Program - Specialized Pilates Instructor (CA)	BIOL 250	Human Anatomy	SLO 2	Relate the structure to the function of anatomic structures.	2016 - 2017 (Fall)	Exam	Based on the average of 3 practicum exams	Did Not Achieve Goal	34	21
Program - Specialized Pilates Instructor (CA)	BIOL 250	Human Anatomy	SLO 4	Demonstrate how aspects of normal functioning relate to clinical issues.	2016 - 2017 (Fall)	Presentation/Performance	Based on presentations of clinical anatomy topics	Achieved Goal	34	33
Program - Specialized Pilates Instructor (CA)	BIOL 310	Nutrition	SLO 1	Apply principles of nutrition to everyday life to make decisions based upon scientifically proven facts about foods and nutrition.	2016 - 2017 (Spring)	Assignment/Project	The students had to complete a followup three day diet analysis and discuss the changes they had made to their diet based on what they learned. Of the 111 students, 97 completed this assignment, and 89 got scores of 70% or higher. From summer 2017	Achieved Goal	97	89 With the results indicated, it seems the SLO has been met. Future efforts should be put into increasing completion of this assignment.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Fall)	Exam	Maintain this SLO	Achieved Goal	179	173 Reword SLO to eliminate 'understand'
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2016 - 2017 (Spring)	Exam	Environment scan on existing businesses such as Coca-Cola, McDonalds.	Achieved Goal	139	128 Maintain SLO in next update
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 (Summer)	Exam	Increased success rate by integrating lecture material into an exercise.	Achieved Goal	30	28 Maintain this SLO. Use exercises/homework for reinforcement
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Exam	Exercises/homework used to reinforce lecture material.	Achieved Goal	160	142 Integrate into stock tracker project.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 1	Understand the general business environment.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	150
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Fall)	Assignment/Project	Maintain this SLO	Achieved Goal	179	173 Incorporate into further group exercises.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2016 - 2017 (Spring)	Exam	Forms of incorporation for hypothetical businesses uses in support of lecture material	Achieved Goal	139	126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers.

Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 (Summer)	Exam	Hypothetical business-type exercise where students had to decide on most advantageous legal form.	Achieved Goal	30	28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture?
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Exam	Lecture material supported by exercises using hypothetical company types/students work as group to choose most advantageous legal entity as related to see program review	Achieved Goal	160	145 Further integrate with Business Law course/guest lectures by JD/CPA.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 2	Evaluate tax/liability issues and select a legal form of incorporation.	2017 - 2018 (Fall)	Survey		Achieved Goal	154	131
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Fall)	Exam	Reword SLO to eliminate 'understand'	Achieved Goal	179	173 Current approach successful (daily discussion of global financial markets, evaluation of material knowledge by examination)
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2016 - 2017 (Spring)	Assignment/Project	Students track a publicly-traded company all semester and across multiple	Achieved Goal	139	135 Project successful. Utilize daily market/news analysis.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 (Summer)	Assignment/Project	Tracked an equity throughout semester. Daily evaluation of financial markets.	Achieved Goal	30	28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Assignment/Project	Students track a public company throughout semester, analyze org.	Achieved Goal	160	155 Further coordinate with new Financial Management class.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 3	Understand and evaluate financial markets.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Fall)	Exam	Food truck case study.	Achieved Goal	179	173 Current approach successful (group exercise/presentations/examination).
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2016 - 2017 (Spring)	Capstone Project	Used a food truck design and pitch contest	Achieved Goal	139	136 Project successful. Continue coordination with Business Club competition.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 (Summer)	Assignment/Project	In-class project/exercise.	Achieved Goal	30	28 Eliminate SLO as overlaps with BUS180.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Assignment/Project	Food truck project.	Achieved Goal	160	155 Eliminate this SLO as overlaps with BUS180.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 4	Conduct a market analysis and design a marketing mix.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	137
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2016 - 2017 (Fall)	Assignment/Project	Increased use of oral/PowerPoint presentation by students	Achieved Goal	179	173 Add "...and practice..." to SLO wording?
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2016 - 2017 (Spring)	Presentation/Performance	Oral presentations in class. Persuasive speech.	Achieved Goal	139	139 Coordinate with Toastmasters. Practice interviews, presentations, pitches.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 (Summer)	Presentation/Performance	Group presentations based on one of three instructor-provided prompts.	Achieved Goal	30	30 Continue using the group presentation to reinforce the lecture material.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and presentation.	2017 - 2018 (Fall)	Presentation/Performance	Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation.	Achieved Goal	160	157 Expand this portion of curricula to overlap with other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 5	Develop communication skills, including verbal, written, and	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	148
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 5 (Archived 2016)	Work effectively in groups/teams.	2016 - 2017 (Spring)	Assignment/Project	Group work/video pitch-deck presentation/group exercises.	Achieved Goal	86	82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Fall)	Discussion	Internships secured by several students	Achieved Goal	179	173 Increase availability of internships/industry cooperation. Coordinate with Career Counseling and Director of Workforce Development.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2016 - 2017 (Spring)	Discussion	Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured.	Achieved Goal	139	135 Expand coordination to secure internships. Work with Dir. Workforce Development
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 (Summer)	Discussion	Career paths for each chapter of material were highlighted.	Achieved Goal	30	30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Discussion	Each chapter's material related to a specific field/career path in business.	Achieved Goal	160	155 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling.
Program - Specialized Pilates Instructor (CA)	BUS. 100	Contemporary American Business	SLO 6	Increased awareness of career opportunities in the broad field of business.	2017 - 2018 (Fall)	Survey	see program review	Achieved Goal	154	135
Program - Specialized Pilates Instructor (CA)	BUS. 150	Small Business Management	SLO 1	Explain what it means and takes to be an entrepreneur.	2016 - 2017 (Spring)	Exam	Entrepreneurial Learning Institute curricula used.	Achieved Goal	19	19 Roll this SLO into general entrepreneurial mindset
Program - Specialized Pilates Instructor (CA)	BUS. 150	Small Business Management	SLO 2	Understand ethical decision making.	2016 - 2017 (Spring)	Assignment/Project	Ethical case studies/decision making/role-playing.	Achieved Goal	19	19 Additional emphasis on equity/social justice.

Program - Specialized Pilates Instructor (CA)	BUS. 150	Small Business Management	SLO 3	Start a small business by conducting a feasibility study and market analysis for their idea, and examining alternate paths to small business ownership, including franchising	2016 - 2017 (Spring)	Assignment/Project	Pitch-deck competition (state-wide) entered. Class won Silicon Valley/Santa Cruz/Monterey region. Final/capstone project summary business plan. Three businesses started by students	Achieved Goal	19	19 Established intra-district pitch-deck competition. Increase coordination with Business Club and SBDC.
Program - Specialized Pilates Instructor (CA)	BUS. 150	Small Business Management	SLO 4	Understand forms of incorporation, and the taxation and liability associated with each.	2016 - 2017 (Spring)	Exam	Learning module dedicated to incorporation. Use of pitch-deck/business plan specific to determine form of incorporation.	Achieved Goal	19	19 Get update on state/federal tax code by coordinating with accounting department/use them as guest speakers.
Program - Specialized Pilates Instructor (CA)	BUS. 150	Small Business Management	SLO 5	Compile and write a summary business plan, including marketing and operations.	2016 - 2017 (Spring)	Capstone Project	19 summary business plans created. Three of business' designed have been started as of 8/2017.	Achieved Goal	19	19 Provide template software, either as part of the business departments web-presence or through external vendor. Connect students with investors/coordinate with SBDC.
Program - Specialized Pilates Instructor (CA)	BUS. 150	Small Business Management	SLO 6	Understand small business customer relationship management and marketing.	2016 - 2017 (Spring)	Discussion	Role-playing/scenarios reinforced with lecture material.	Achieved Goal	19	19 Eliminate this SLO, roll into new Marketing for Entrepreneurs course.
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2016 - 2017 (Spring)	Exam	2.6	Achieved Goal	36	36
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 1	Explain the basic elements of the communication process in interpersonal settings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	84
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 2	Recognize the self-concept development process, its multidimensional identity and its role	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	81
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2016 - 2017 (Spring)	Essay	3	Achieved Goal	36	36
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 3	Analyze physiological, social, and cultural factors that affect perception and misunderstandings	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	73
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2016 - 2017 (Spring)	Assignment/Project	3.6	Achieved Goal	36	36
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 4	Apply learned skills and communication theories in various communication contexts	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	72
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2016 - 2017 (Spring)	Assignment/Project	3.1	Achieved Goal	36	36
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 5	Demonstrate an understanding of ethical interpersonal communication founded on communication theory	2017 - 2018 (Spring)	Assignment/Project	program review	Achieved Goal	90	81
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2016 - 2017 (Spring)	Presentation/Performance	3.5	Achieved Goal	36	36
Program - Specialized Pilates Instructor (CA)	COMM 130	Interpersonal Communication	SLO 6	Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods	2017 - 2018 (Fall)	Assignment/Project	program review	Achieved Goal	90	80
Program - Specialized Pilates Instructor (CA)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2016 - 2017 (Spring)	Essay	3.4	Achieved Goal	10	10
Program - Specialized Pilates Instructor (CA)	COMM 150	Intercultural Communication	SLO 1	Explain the influence of culture(s) on communication using various models of communication	2017 - 2018 (Fall)	Essay	3.3	Achieved Goal	36	35
Program - Specialized Pilates Instructor (CA)	COMM 150	Intercultural Communication	SLO 2	Distinguish between attitudes, beliefs, and values and critically analyze different cultural value orientations	2016 - 2017 (Spring)	Essay	4	Achieved Goal	10	10
Program - Specialized Pilates Instructor (CA)	COMM 150	Intercultural Communication	SLO 3	(Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination and stereotyping	2016 - 2017 (Spring)	Exam	4	Achieved Goal	10	10
Program - Specialized Pilates Instructor (CA)	COMM 150	Intercultural Communication	SLO 4	Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity and discriminatory	2016 - 2017 (Spring)	Assignment/Project	3.7	Achieved Goal	10	10
Program - Specialized Pilates Instructor (CA)	COMM 150	Intercultural Communication	SLO 5	Demonstrate proficiency in effective intercultural communication skills	2016 - 2017 (Spring)	Assignment/Project	3.8	Achieved Goal	10	10
Program - Specialized Pilates Instructor (CA)	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments	Achieved Goal	113	109 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Spring)	Pre and Post Test	99% of all students improved on one or more of the fitness assessments	Achieved Goal	54	53 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2016 - 2017 (Spring)	Presentation/Performance	Students were successful in understanding and engaging in a prescriptive weight training program focusing on the core muscle groups	Achieved Goal	27	26 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	FITN 201.1	Weight Training I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning	2017 - 2018 (Fall)	Pre and Post Test	95% of all students improved on one or more of the fitness assessments.	Achieved Goal	33	31 Based on the assessment results SLO's are appropriate and no further action is necessary at this time

Program - Specialized Pilates Instructor (CA)	FITN 335.3	Pilates III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	FITN 335.3	Pilates III	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	3	3 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	FITN 335.4	Pilates IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	FITN 335.4	Pilates IV	SLO 2	Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and practical applications.	Achieved Goal	1	1 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Fall)	Presentation/Performance	90% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	33	30 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Spring)	Presentation/Performance	94% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	34	34 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2017 - 2018 (Fall)	Presentation/Performance	88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	26	23 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Specialized Pilates Instructor (CA)	KINE 126	Pilates Reformer Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students achieved this SLO. No steps needed for improvement at this time.
Program - Specialized Pilates Instructor (CA)	KINE 126	Pilates Reformer Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Reformer Exercises.	2016 - 2017 (Spring)	Assignment/Project	All students demonstrated skill and knowledge of the Pilates Reformer Exercises on exams, during lab practice, and during final practical teaching exam	Achieved Goal	20	20 100% of students achieved this SLO. No "next steps" needed.
Program - Specialized Pilates Instructor (CA)	KINE 126	Pilates Reformer Instructor Training	SLO 3	Plan a safe and effective Pilates Reformer class.	2016 - 2017 (Spring)	Exam	All students demonstrated proper Reformer equipment set up during their final practical teaching exam.	Achieved Goal	20	20 100% of students passed their practical teaching exam demonstrating successful achievement in planning and teaching a safe and effective Pilates Reformer class. No adjustments needed in teaching methods and assignments at this time.
Program - Specialized Pilates Instructor (CA)	KINE 127	Pilates Apparatus Instructor Training	SLO 1	Perform proper Reformer equipment set up.	2016 - 2017 (Fall)	Presentation/Performance	100% of students demonstrated proper equipment set up during their practical teaching exams.	Achieved Goal	25	25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well.
Program - Specialized Pilates Instructor (CA)	KINE 127	Pilates Apparatus Instructor Training	SLO 2	Demonstrate skill and knowledge of the Pilates Apparatus Exercises.	2016 - 2017 (Fall)	Presentation/Performance	100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on exam exams	Achieved Goal	25	25 Methods of instruction are achieving positive results.
Program - Specialized Pilates Instructor (CA)	KINE 127	Pilates Apparatus Instructor Training	SLO 3	Plan and teach a safe and effective Pilates Apparatus class.	2016 - 2017 (Fall)	Exam	100% of students demonstrated proper equipment set up during their practical teaching exams.	Achieved Goal	25	25 All methods of instruction appear to be effective.
Program - Specialized Pilates Instructor (CA)	PSYC 100	General Psychology	SLO 1	Describe the historical, philosophical and scientific basics of the discipline of psychology.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	350 See Program Review
Program - Specialized Pilates Instructor (CA)	PSYC 100	General Psychology	SLO 2	Compare and contrast different explanations of human and animal behavior.	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	356
Program - Specialized Pilates Instructor (CA)	PSYC 100	General Psychology	SLO 3	Critically evaluate claims and evidence in psychological research.	2016 - 2017 (Fall)		Program Review	Achieved Goal	450	300
Program - Specialized Pilates Instructor (CA)	PSYC 100	General Psychology	SLO 4	Describe biological aspects of human behavior.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	450	310
Program - Specialized Pilates Instructor (CA)	PSYC 100	General Psychology	SLO 5	Demonstrate knowledge of the scientific method and experimental	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	450	396
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 1	Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them)	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	77
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 2	Analyze elements of a scientific approach to understanding human development in a biopsychosocial	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	75
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 3	Identify biological, psychological, and sociocultural influences on lifespan development	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	88
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 4	Describe the ways in which psychological principles and research apply to real world problems and	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	62
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 5	Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by neurobiological	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	88
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 6	Identify and describe the techniques and methods used by developmental psychologists to study human	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	73
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 7	Identify and describe classic and contemporary theories and research in lifespan psychology.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	73

Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 8	Describe the developing person at different periods of the lifespan.	2016 - 2017 (Fall)		See Program Review	Achieved Goal	110	66
Program - Specialized Pilates Instructor (CA)	PSYC 200	Developmental Psychology	SLO 9	Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process	2016 - 2017 (Fall)	Survey	See Program Review	Achieved Goal	110	97
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 1	Define and use basic biological, physiological, and psychological terminology of the neurosciences	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	45
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 2	Differentiate among specialty areas within Biological Psychology and the related disciplines within the Neurosciences and the types of research that characterize the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 3	Summarize the major issues in human evolution, genetics, and behavioral development that underlie the	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	37
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 4	Generate and explicate concrete examples of invasive vs. noninvasive research methods and the general principles of research ethics for the study of animals and human beings, including the research safeguards and	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	43
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 5	Explain scientific approaches used in methodologies for the study of brain-behavior relationships.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	47
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 6	Explain the general anatomy and physiology of the nervous system and its relationship to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 7	Describe neural conduction and synaptic transmission.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	35
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 8	Discuss the role of the neuroendocrine system as it relates to behavior.	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	38
Program - Specialized Pilates Instructor (CA)	PSYC 220	Introduction to Psychobiology	SLO 9	Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, motivation, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders	2016 - 2017 (Fall)	Survey	See program review	Achieved Goal	50	46
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, provenance and approximate date	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 1	Recognize and identify the major masterpieces of the period according to subject or title, artist, style, provenance and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 (Summer)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 2	Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 3	Understand the works of art in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 (Summer)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 4	Relate, compare and contrast the major styles that emerge in the visual tradition of the ancient world.	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 (Summer)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	31	30
Program - Studio Art (AA-T)	ART 101	Art and Architecture from the Ancient World to Medieval Times (c. 1400)	SLO 5	Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in its historical context	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	51	49
Program - Studio Art (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 1	Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and approximate date	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Studio Art (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art of the period in order to place them in their art historical context	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26

Program - Studio Art (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the Renaissance and Baroque periods	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Studio Art (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 4	Understand works of art from the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Studio Art (AA-T)	ART 102	Art of Renaissance and Baroque (c. 1300-1700)	SLO 5	Critique in an original manner the form and content of a work of art from the period using, in a general way, the appropriate vocabulary and language of art	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	28	26
Program - Studio Art (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 1	Recognize and identify the most important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, provenance and approximate date	2016 - 2017 (Fall)	Essay	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Studio Art (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 2	Recognize, understand, and explain the stylistic characteristics of works of art from the 18th to 20th century in order to place them in their art	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Studio Art (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 3	Relate, compare, and contrast the major styles that emerge in the Western visual tradition from the 18th to the 20th century	2016 - 2017 (Fall)		A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Studio Art (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 4	Understand works of art of the period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical factors that contributed to their	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Studio Art (AA-T)	ART 103	Art of Europe and America: Neoclassical (c. 1750-Present)	SLO 5	Critique in an original manner the form and content of works of art from the 18th to the 20th century using the appropriate vocabulary and language	2016 - 2017 (Fall)	Exam	A satisfactory number of students demonstrated mastery of this goal.	Achieved Goal	41	35
Program - Studio Art (AA-T)	ART 200	Fine Art Portfolio Preparation	SLO 1	Initiate, develop and complete individual projects designed to form a cohesive body of work.	2016 - 2017 (Spring)	Portfolio	Individual projects are assessed throughout the course through discussion, critique, portfolios and exhibitions.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Studio Art (AA-T)	ART 200	Fine Art Portfolio Preparation	SLO 2	Lead a discussion and critique in small groups.	2016 - 2017 (Spring)	Discussion	SLO #2 is assessed throughout the semester through group discussions and small group critiques.	Achieved Goal	7	5 5 out of 7 students successfully completed this SLO; therefore, although primarily successful, more steps need to be taken in the future to ensure that all students are able to lead discussions and critiques.
Program - Studio Art (AA-T)	ART 200	Fine Art Portfolio Preparation	SLO 3	Identify and develop personal style and aesthetic in one's chosen field.	2016 - 2017 (Spring)	Assignment/Project	Creation of art pieces and ongoing critiques insure that this SLO will be met.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Studio Art (AA-T)	ART 200	Fine Art Portfolio Preparation	SLO 4	Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the public.	2016 - 2017 (Spring)	Capstone Project	Students created web sites, resumes and presented their work both orally and visually.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Studio Art (AA-T)	ART 200	Fine Art Portfolio Preparation	SLO 5	Identify and create promotional materials such as a resume, written statement, hard copy and digital portfolios and web presence	2016 - 2017 (Spring)	Capstone Project	Part of the capstone project of this course, similar to SLO #4.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Studio Art (AA-T)	ART 200	Fine Art Portfolio Preparation	SLO 6	Investigate appropriate venues for portfolio submission.	2016 - 2017 (Spring)	Capstone Project	SLO #6 resulted in a successful exhibition of the student's work.	Achieved Goal	7	7 The success of this SLO confirms the merits of the current approach.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 1	Develop and apply the principles of composition (design and organization) in drawing.	2017 - 2018 (Fall)	Portfolio	Average for 3 sections of this class is 90%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 2	Demonstrate observational skills and proportional measurement.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 90%	Achieved Goal	80	72 Confirmed the merits of the current approach
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 3	Use value and planes to describe forms and space.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 86%	Achieved Goal	80	70 While fairly successful, this is an area that we can improve upon and will stress in future semesters.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 4	Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems.	2017 - 2018 (Fall)	Portfolio	Average of three sections of this course is 87%	Achieved Goal	80	70 Each section had a widely different outcome for this SLO, which points out that the three instructors need to coordinate better in terms of this unit.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 5	Use a variety of drawing materials and techniques.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 93%	Achieved Goal	80	75 Two instructors reported 100%, one reported 77%. The 77% instructor obviously needs to expand upon the variety of drawing materials and techniques used in his class in relation to the others.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 6	Employ a variety of line and mark making approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 97%	Achieved Goal	80	78 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 7	Manipulate line, form, value and composition in order to develop expressive content.	2017 - 2018 (Fall)	Portfolio	Average of three sections is 70%	Did Not Achieve Goal	80	56 This SLO needs to be revised, since Art 204 focuses on drawing techniques, not expressive content.

Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 8	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Spring)	Portfolio	Average of three sections is 95%	Achieved Goal	80	76 Since Art 201 (now 204) was granted CSM GE status, all three instructors emphasize both written and oral reports and the results of this SLO show that this goal is being met.
Program - Studio Art (AA-T)	ART 201	Drawing and Composition I	SLO 9	Recognize historical and contemporary developments, critical trends, materials and approaches in drawing.	2017 - 2018 (Spring)	Portfolio	Average of three courses is 90%	Achieved Goal	80	72 One instructor of the three reported a much lower score than the others on this SLO, pointing to the fact that this instructor needs to emphasize this SLO more in her class than she has been.
Program - Studio Art (AA-T)	ART 202	Drawing and Composition II	SLO 1	Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media formats and Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: A. Subjective and expressive uses of value, techniques and concepts of abstraction or non-objective art, B. Experimentation with combinations of wet and dry mediums, C. Observational, expressive, and conceptual analysis or application of color, Application and drawing techniques for a variety of color media, D. Non-traditional	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 202	Drawing and Composition II	SLO 2	Construct and prepare appropriate supports and surfaces for mixed media drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merit of the current approaches.
Program - Studio Art (AA-T)	ART 202	Drawing and Composition II	SLO 3	Evaluate and critique class projects using relevant terminology in oral or written formats.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current methodologies.
Program - Studio Art (AA-T)	ART 202	Drawing and Composition II	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current methodologies.
Program - Studio Art (AA-T)	ART 202	Drawing and Composition II	SLO 6	Develop and express ideas and concepts through verbal and visual means.	2017 - 2018 (Fall)	Portfolio	Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, with an average of 89%.	Achieved Goal	4	4 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 1	Create a portfolio of figurative drawings 18" x 24" or larger which demonstrate an ability to understand and interpret potential motion, weight and gesture in the live model.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed the merits of the current approaches, Examine why just a few students seem to be falling through the cracks.
Program - Studio Art (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 2	Demonstrate in their drawings the ability to capture the live model based on line and gesture within ten minutes.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working, however, we need to see how we can help the few students falling through the cracks.
Program - Studio Art (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 3	Plan and execute figurative artwork in a variety of media including, but not limited to, charcoal, conte, ink, pastel and mixed media.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current methodologies are working; however, we need to figure out ways to help the few students who are falling through the cracks.
Program - Studio Art (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 3 (Archived 2016)	Demonstrate in their drawings proficiency in describing and interpreting the human head and hands in a portrait.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Not sure why this SLO was archived, but it is vital to the success of students in the class.
Program - Studio Art (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed the merits of the current approach, although we would like to examine why just a few students don't succeed.
Program - Studio Art (AA-T)	ART 206	Figure Drawing and Portraiture	SLO 5	Execute figurative drawings that demonstrate an understanding of the use of the human figure in modern and contemporary art.	2017 - 2018 (Fall)	Portfolio	Data shows that most students received between a 96 and 90, but a few didn't complete the projects and received 66%, thus bringing the average down. Overall, data shows that current methodologies are working.	Achieved Goal	17	15 Confirmed that current approaches are working, but we'd like to figure out ways to help the few students who are falling through the cracks.
Program - Studio Art (AA-T)	ART 207	Life Drawing	SLO 1	Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Studio Art (AA-T)	ART 207	Life Drawing	SLO 2	Develop expressive content through manipulation of line, form, value, composition posture, and anatomical proportions.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Studio Art (AA-T)	ART 207	Life Drawing	SLO 3	Evaluate and critique class projects using relevant terminology in oral or written formats.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.
Program - Studio Art (AA-T)	ART 207	Life Drawing	SLO 4	Examine and describe the major historical, contemporary, and critical trends in figure drawing.	2016 - 2017 (Spring)	Portfolio	66% successful	Did Not Achieve Goal	18	12 Suggests a need for new approaches.

Program - Studio Art (AA-T)	ART 214	Color	SLO 1	Discriminate variations in colors with extreme visual sensitivity to the optical effects of color relativity.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 214	Color	SLO 2	Demonstrate an aesthetic appreciation of color in any color medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 214	Color	SLO 3	Critically analyze and evaluate their own color choices and that of professional artists.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 214	Color	SLO 4	Apply the theoretical process of mixing any color in a wet medium.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 214	Color	SLO 5	Create both harmonies and discords in color and discern the expressive and informative value of both.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	23	23 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of oil painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Students cannot proceed in class without this knowledge; therefore, all who complete the course are successful.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Design is a recommended but not required pre-req for this course. Perhaps this should be re-visited so that it becomes a pre-req.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	80%	Achieved Goal	11	11 Color is a recommended but not required pre-req for this class. Perhaps this should be revisited and Color should be a required pre-req.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 4	Construct and prepare oil painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Students cannot complete or continue the course without this knowledge; therefore, all are successful.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100%	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 223	Oil Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	11	11 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 1	Paint technically-sound oil paintings based upon light theory, color, composition and drawing.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 2	Understand and implement the construction and methodology of oil painting, including supports, grounds, mediums, solvents, brushes and paint materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 3	Learn and create a variety of oil painting techniques including underpainting (grisaille and wipe-out methods), alla prima and hatching-out.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 4	Demonstrate knowledge and understanding of art history and how it relates to oil painting, their own painting and various contemporary styles and movements.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 5	Formulate an art vocabulary and visual "eye" through individual and group critiques.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 6	Make choices and decisions about his or her personal direction and voice as an artist.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 224	Oil Painting II	SLO 7	Use painting as a critical thinking tool to examine, observe, discover and create what was previously unseen or unknown about themselves, art and the world.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	1	1 Confirmed the merits of the current approaches.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 1	Create paintings that evince a working knowledge of the physical properties of acrylic painting materials.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	10	10 Color (Art 214) is a recommended but not required pre-req for this course, but perhaps this should be re-examined to make it a requirement.

Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 4	Construct and prepare acrylic painting surfaces and supports.	2017 - 2018 (Fall)	Portfolio	95% successful	Achieved Goal	10	10 Some people have difficulty using staple guns and manipulating canvas because of arthritis. I usually make a canvas for them as a demo, but in some cases, going forward, they will rely on premade canvases. I do not press the issue, but I tell them I am available to help them whenever they need it.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 225	Acrylic Painting I	SLO 8	Safely handle and use studio painting materials and equipment.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	10	10 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 226	Acrylic Painting II	SLO 1	Construct acrylic paintings using supports, grounds, mediums, brushes and paints with increased technical	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 226	Acrylic Painting II	SLO 2	Create a portfolio of acrylic paintings based on an understanding of light theory, color, composition and	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 226	Acrylic Painting II	SLO 3	Paint mixed media collage compositions using acrylic mediums.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 226	Acrylic Painting II	SLO 4	Describe, interpret and assess their own artwork and that of their peers and professional artists.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 226	Acrylic Painting II	SLO 5	Identify and create paintings based on an underlying abstract structure.	2017 - 2018 (Fall)	Portfolio	100% successful	Achieved Goal	4	4 Confirmed the merits of current approaches.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 1	Create paintings that evince a working knowledge of the physical properties of watercolor painting materials.	2016 - 2017 (Spring)	Portfolio	94% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 2	Organize and apply the basic formal elements and principles of design in paintings.	2016 - 2017 (Spring)	Portfolio	84% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 3	Apply the principles of perceptually and theoretically based color theory to painting projects.	2016 - 2017 (Spring)	Portfolio	86% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 4	Construct and prepare watercolor painting surfaces and supports.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 5	Develop expressive content through manipulation of mark, color, value, and composition.	2016 - 2017 (Spring)	Portfolio	86% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 6	Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 7	Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Portfolio	94% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 231	Watercolor I	SLO 8	Safely handle and use studio painting materials and equipment.	2016 - 2017 (Spring)	Portfolio	100% successful	Achieved Goal	13	13 Confirmed the merits of the current approach.
Program - Studio Art (AA-T)	ART 232	Watercolor II	SLO 1	Apply and practice the techniques learned in Watercolor I.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Studio Art (AA-T)	ART 232	Watercolor II	SLO 2	Employ advanced watercolor techniques in paintings.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Studio Art (AA-T)	ART 232	Watercolor II	SLO 3	Construct paintings with advanced compositional skills.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Studio Art (AA-T)	ART 232	Watercolor II	SLO 4	Experiment with different watercolor styles, techniques and materials.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Studio Art (AA-T)	ART 232	Watercolor II	SLO 5	Discuss and evaluate watercolor techniques and art concepts.	2016 - 2017 (Spring)	Portfolio	80% successful	Inconclusive	2	2 Somewhat inconclusive, since only two students were assessed, but does suggest a need to reexamine current approaches.
Program - Studio Art (AA-T)	ART 383	Intermediate Digital Photography	SLO 1	Create an original photographic portfolio.	2016 - 2017 (Fall)	Portfolio	90% were able to create an original portfolio.	Achieved Goal	20	18 This course is cross listed with advanced digital photography (Art 384) and the combination of intermediate and advanced students allows positive interaction between both classes and produces greater success opportunities.

Program - Studio Art (AA-T)	ART 383	Intermediate Digital Photography	SLO 2	Demonstrate through the portfolio effective use of the digital darkroom to produce professional prints.	2016 - 2017 (Fall)	Portfolio	90% The students are able to achieve portfolio success due to the two suites portfolios, allowing acute concentration with the assignments	Achieved Goal	20	18 Continue the 2 suite assignment structure.
Program - Studio Art (AA-T)	ART 383	Intermediate Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	80% success rate.	Achieved Goal	20	16
Program - Studio Art (AA-T)	ART 383	Intermediate Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Assignment/Project	70% success rate	Inconclusive	20	14 Send students to the writing lab for help for those who struggle due, to students to llanguage issues.
Program - Studio Art (AA-T)	ART 384	Advanced Digital Photography	SLO 1	Demonstrate, through his or her photographs, a knowledge of an understanding of effective composition.	2016 - 2017 (Fall)	Portfolio	80%	Achieved Goal	10	8 Students are subject to higher standards of composition and visual organization. I plan to add an additional assignment based in developing students understanding of figure ground principals.
Program - Studio Art (AA-T)	ART 384	Advanced Digital Photography	SLO 2	Demonstrate use of the digital darkroom to produce a professional	2016 - 2017 (Fall)	Portfolio	90% success rate	Achieved Goal	20	18
Program - Studio Art (AA-T)	ART 384	Advanced Digital Photography	SLO 3	Demonstrate a clear artistic perspective.	2016 - 2017 (Fall)	Portfolio	100% Advanced students have has several classes to develop artistic perspective.	Achieved Goal	20	20
Program - Studio Art (AA-T)	ART 384	Advanced Digital Photography	SLO 4	Critically examine and evaluate their work and the work of others.	2016 - 2017 (Fall)	Essay	80% were able to write and evaluate their work and the work of professionals inter museum report and verbally during the critique.	Inconclusive	20	16 Results are difficult to assess due to students temperament, introverts tend to do well in the written portions of evaluation, but often have trouble speaking up during critiques. I suspect that the "silent" students are able to provide critical evaluations, but have trouble speaking up in class. I respect their introverted tendencies , and base my evaluations on the written museum reports.
Program - Studio Art (AA-T)	ART 393	Experimental Photography 3	SLO 2	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Essay	60% A large majority of students were able to write an analysis of a documentary photographer, and did an outstanding job of seeing the point of view and balance of the museum's photographs	Achieved Goal	5	4
Program - Studio Art (AA-T)	ART 394	Experimental Photography 4	SLO 1	Demonstrate, through their photographs, a mastery of photographic techniques, including: Infra-red; negative image; multiple imagery; hand-coloring; cyanotype; and other techniques.	2016 - 2017 (Fall)	Portfolio	80% demonstrated their mastery of techniques	Achieved Goal	10	8 Several students have said that there are too many assignment options. I plan to reduce the variety of assignments and let them work with fewer options.
Program - Studio Art (AA-T)	ART 394	Experimental Photography 4	SLO 2	Critically analyze and evaluate their work, the work of their peers and the work of professional photographers.	2016 - 2017 (Fall)	Assignment/Project	100%	Achieved Goal	2	2
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Assignment/Project	10 of 11	Achieved Goal	11	10
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least min number of works	Achieved Goal	11	10
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 1	Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the	2016 - 2017 (Spring)	Portfolio	10 of 11 completed at least one work	Achieved Goal	11	10
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 2	Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assembly, etc.) in a safe and	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10 student success was good
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 3	Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual	2016 - 2017 (Spring)	Portfolio	10 of 11 completed work	Achieved Goal	11	10
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 4	Create sculptural works that demonstrate understanding of representational, abstract, non-objective or conceptual imagery.	2016 - 2017 (Spring)	Portfolio	10 of 11	Achieved Goal	11	10
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in	2016 - 2017 (Spring)	Assignment/Project	8 of 11 completed written assignment.	Achieved Goal	11	8
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 6	Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.	2016 - 2017 (Spring)	Survey	8 of 11 completed the course and passed the class.	Achieved Goal	11	8
Program - Studio Art (AA-T)	ART 405	Sculpture I	SLO 7	Safely utilize tools and specialized equipment.	2016 - 2017 (Spring)	Survey	all student used tools safely. no injuries.	Achieved Goal	11	11
Program - Studio Art (AA-T)	ART 406	Sculpture II	SLO 1	Complete a sculpture by constructing or eliminating material of student's choice. Examples of media are wood, metal, stone	2016 - 2017 (Spring)	Assignment/Project	three completed the work. I am waiting to see the fourths work.	Achieved Goal	4	3

Program - Studio Art (AA-T)	ART 406	Sculpture II	SLO 2	Construct works of structural integrity.	2016 - 2017 (Spring)	Assignment/Project	3 of 3 completed the work	Achieved Goal	4	3
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 1	Differentiate clay varieties and ceramic processes	2016 - 2017 (Spring)	Portfolio	completed projects	Achieved Goal	15	14
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 2	Create ceramic forms utilizing pinch, coil, soft slab, hard slab and throwing techniques	2016 - 2017 (Spring)	Portfolio	completed works	Achieved Goal	15	14
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 3	Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them throughout history	2016 - 2017 (Spring)	Portfolio	did project.	Achieved Goal	15	14
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 4	Produce and apply surface treatment to a variety of different forms	2016 - 2017 (Spring)	Assignment/Project	all completed work	Achieved Goal	15	15
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 5	Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics	2016 - 2017 (Spring)	Essay	Completed written assignment	Achieved Goal	15	14
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 6	Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology	2016 - 2017 (Spring)	Discussion	all student participated	Achieved Goal	15	14
Program - Studio Art (AA-T)	ART 411	Ceramics I	SLO 7	Safely handle and use all studio equipment, tools, and materials	2016 - 2017 (Spring)		no serious accidents	Achieved Goal	15	15
Program - Studio Art (AA-T)	ART 412	Ceramics II	SLO 1	Experiment with glazes (various ceramic chemicals).	2016 - 2017 (Spring)	Presentation/Performance	12 of 12 completed at least one glaze test	Achieved Goal	12	12
Program - Studio Art (AA-T)	ART 412	Ceramics II	SLO 2	Demonstrate ability manipulate material to form cohesive clay objects.	2016 - 2017 (Spring)	Portfolio	11 of 12 completed enough to pass class	Achieved Goal	12	11
Program - Studio Art (AA-T)	ART 412	Ceramics II	SLO 3	Apply glazes in an affective and (or) aesthetic manner.	2016 - 2017 (Spring)	Portfolio	11 of 12 completed required work to the standard required	Achieved Goal	12	11
Program - Tax Preparer I (CS)	ACTG 100	Accounting Procedures	SLO 1	Define terms commonly used in accounting for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Tax Preparer I (CS)	ACTG 100	Accounting Procedures	SLO 2	Record transactions for a small business, including the sales cycle, purchasing cycle and payroll	2016 - 2017 (Spring)	Exam	Objective not met	Did Not Achieve Goal	104	64 Spend additional time on this topic to ensure student understanding.
Program - Tax Preparer I (CS)	ACTG 100	Accounting Procedures	SLO 3	Record adjusting journal entries for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	78 Continue to support students to ensure continued student success.
Program - Tax Preparer I (CS)	ACTG 100	Accounting Procedures	SLO 4	Prepare financial statements for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	89 Continue to support students to ensure continued student success.
Program - Tax Preparer I (CS)	ACTG 100	Accounting Procedures	SLO 5	Describe internal controls for a small business	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	79 Continue to support students to ensure continued student success.
Program - Tax Preparer I (CS)	ACTG 100	Accounting Procedures	SLO 6	Explain and demonstrate the ethical behavior required in the accounting profession	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	104	81 Continue to support students to ensure continued student success.
Program - Tax Preparer I (CS)	ACTG 103	Ten-Key Skills	SLO 1	Develop speed and accuracy in using the ten-key pad on a computer keyboard	2016 - 2017 (Spring)	Assignment/Project	In Spring 2017, 89% of students met the goal. We believe we have met this goal.	Achieved Goal	100	89 We believe we have met this goal and will continue to work and support students. The students who did not meet this goal are students who did not complete the required work.
Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 2	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.

Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer I (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer I (CS)	CRER 127	Career Choices II: Job Search	SLO 3	Construct a professional resume and cover letter.	2017 - 2018 (Spring)	Assignment/Project	23 out of 27 students (85%) completed a resume with a score of 70% or higher. Out of the 4 students who did not meet this criteria, 3 did not turn in his assignment at all (resulting in a score of 0) and 1 student scored below a 70%, and this she did not meet the criteria of using current guidelines for effective resume writing.	Achieved Goal	27	23 The majority of students succeeded in meeting this SLO. the primary reason students did not succeed on this assignment is they did not submit the assignment at all. In fact, late submissions were accepted until the last day of class with a points deduction, but the students who did not submit their resume by deadline also did not submit by the late deadline.
Program - Tax Preparer II (CS)	ACTG 121	Financial Accounting	SLO 1	Define commonly used terminology	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	211 Continue to work with students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 121	Financial Accounting	SLO 2	Apply the rules issued by authoritative standard setting bodies	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	216 Continue to work with students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 121	Financial Accounting	SLO 3	Value assets, liabilities, equities, revenues and expenses	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	214 Continue to work with students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 121	Financial Accounting	SLO 4	Prepare financial statements	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	212 Continue to work with students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 121	Financial Accounting	SLO 5	Calculate present values and future values using time value of money concepts	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	199 Continue to work with students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 121	Financial Accounting	SLO 6	Identify and analyze ethical standards issued by professional organizations	2016 - 2017 (Spring)	Exam	Objective met	Achieved Goal	251	201 Continue to work with students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 2	Data Files: Create a data file using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 144	QuickBooks: Set-up and Service Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 1	Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 2	Data Files: Set up and prepare payroll for a small business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 3	Transaction Analysis: Record all bookkeeping transactions for a small merchandising business using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 4	Financial Statements: Prepare financial statements using QuickBooks	2016 - 2017 (Spring)	Assignment/Project	Students met the objective.	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 145	QuickBooks: Payroll and Merchandising Business	SLO 5	Terminology: Define commonly used terminology	2016 - 2017 (Spring)	Assignment/Project	Students met the objective	Achieved Goal	15	15 Continue to support students to ensure student success.
Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 1	Understand and explain basic Federal and California income tax law, theory, and practice for individuals.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. Continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 2	Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.

Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 3	Calculate gross income and exclusions.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 4	Calculate adjusted gross income deductions	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 5	Calculate itemized deductions (Schedule A), self-employed business income (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 6	Calculate additional taxes and penalties pursuant to Affordable Care Act (Obamacare).	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 181	Taxation of Individuals Using Tax Software	SLO 7	Demonstrate all steps required to prepare and file the most commonly used Federal and California income tax returns.	2016 - 2017 (Spring)	Pre and Post Test	36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable.	Achieved Goal	14	9 Given the small number of students in the class and although results were less than the previous assessment we believe we have met this goal. We will continue to support students to ensure success.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 1	Explain the role and expectations of a fiduciary for a trust or estate	2017 - 2018 (Fall)	Exam	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 2	Demonstrate understanding of the necessary tax decisions for a decedent's estate	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	12 Although we believe this objective was met with close to 70% of the class achieving success improvements still need to be made. We plan to spend additional time in class practicing the preparation of returns and review of the theory behind the tax code.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 3	Describe the requirements for a trust and the major types of trusts that tax professionals will encounter	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	12 Although we believe we met the objective with close to 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 4	Demonstrate competency in preparing federal Forms 1041 and CA Form 541 for both an estate and a trust	2017 - 2018 (Fall)	Assignment/Project	Objective not met	Did Not Achieve Goal	18	9 It was disappointing that only 50% of students met this goal. Curriculum will be revised to increase attention and focus on this topic going forward.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 5	Explain when a reportable gift has occurred and the need for a gift tax return	2017 - 2018 (Fall)	Exam	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 6	Demonstrate competency in preparing federal Form 709 for reportable gifts made by a donor	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Tax Preparer II (CS)	ACTG 183	Taxation of Trusts, Gifts, and Estates Using Tax Software	SLO 7	Calculate additional taxes pursuant to Affordable Care Act (Obamacare)	2017 - 2018 (Fall)	Assignment/Project	Objective met	Achieved Goal	18	13 Although we believe we met the objective with over 70% success we still have more to do. We plan to focus additional time on this topic going forward to ensure student success.
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 70% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114

Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 1	Articulate a general understanding of computers and digital basics	2016 - 2017 (Spring)	Exam	The students who were engaged in the readings and lectures did great.	Achieved Goal	30	27 3 students didn't read all of the chapters and missed some lectures.
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Fall)	Assignment/Project	Eighty-one percent of the students achieved 75% or better. 71% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	114
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 2	Differentiate between basic concepts of computer hardware and software	2016 - 2017 (Spring)	Pre and Post Test	This is a very easy concept to grasp for most people	Achieved Goal	30	28 Students were able to tell the difference between the 2 items. This is a very obvious segment of the class, so it's very easy for the students to understand it.
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Fall)	Exam	Eighty-four percent of the students achieved 75% or better. 90% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	118
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 3	Demonstrate use of the operating system to effectively organize and maintain computer files	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	26 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Fall)	Exam	Seventy-seven percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	109
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 4	Select equipment and processes for building a wired or wireless network	2016 - 2017 (Spring)	Assignment/Project	The students who completed their homework did great	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Fall)	Assignment/Project	Seventy-eight percent of the students achieved 75% or better. 99% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	110
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 5	Demonstrate effective use of the Internet and World Wide Web	2016 - 2017 (Spring)	Assignment/Project	The students already knew this before taking the class, so it's not a thing that can really be tested for this group.	Achieved Goal	30	30 The students already knew this before taking the class, so it's not a thing that can really be tested for this group.
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Fall)	Assignment/Project	Seventy-six percent of the students achieved 75% or better. 94% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	107
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 6	Recognize, create, and manipulate digital media	2016 - 2017 (Spring)	Assignment/Project	Some students didn't turn in their homework, so I wan't able to tell if they could do this or not	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Fall)	Assignment/Project	Eighty-six percent of the students achieved 75% or better. 100% of those who did not reach the target score did not turn in the assignment.	Achieved Goal	141	121
Program - Telecommunications Fundamentals (CS)	CIS 110	Introduction to Computer and Information Science	SLO 7	Demonstrate ability to use and evaluate Internet tools for research	2016 - 2017 (Spring)	Assignment/Project	Most of the students were able to demonstrate this very well. A few students didn't turn in their homework.	Achieved Goal	30	27 Some students didn't turn in their homework, so I wan't able to tell if they could do this or not
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 1	Explain basic internet concepts and technologies.	2016 (Summer)	Exam	Question 1 asked the student to explain TCP/IP. Out of 34 students 31 responded correctly.	Achieved Goal	34	31
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 1	Explain basic internet concepts and technologies.	2016 - 2017 (Spring)	Exam	93.4% of students answered the related midterm exam question correctly	Achieved Goal	47	44 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 2	Create HTML and HTMLS documents.	2016 (Summer)	Assignment/Project	Students were asked to design a website using HTML. Out of 31 students 30 were able to finish the project.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 2	Create HTML and HTMLS documents.	2016 - 2017 (Spring)	Assignment/Project	92% of students completed the assignment (number 2) correctly.	Achieved Goal	51	47 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 3	Create Cascading Style Sheets (CSS) to format HTML and HTMLS documents.	2016 (Summer)	Assignment/Project	Students were asked to style a website using CSS. Out of 31 students 30 were able to finish the project.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 3	Create Cascading Style Sheets (CSS) to format HTML and HTMLS documents.	2016 - 2017 (Spring)	Assignment/Project	90% of students completed the assignment (number 3) correctly.	Achieved Goal	51	46 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 4	Write simple client-side JavaScript programs employing variables, conditional statements, and control	2016 - 2017 (Fall)	Assignment/Project	Students were asked to add interactivity to a site using JavaScript. Out of 23 students 19 were successful.	Achieved Goal	23	19
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 4	Write simple client-side JavaScript programs employing variables, conditional statements, and control	2016 - 2017 (Spring)	Assignment/Project	95.74% of students completed the assignment (number 5) correctly.	Achieved Goal	47	45 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 5	Develop HTML and HTMLS Web applications employing the Document Object Model (DOM), CSS, and	2016 - 2017 (Fall)	Assignment/Project	Students were asked to use DOM in designing a website based on HTML5, javascript and CSS. Out of 21 students 20	Achieved Goal	21	20

Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 5	Develop HTML and HTML5 Web applications employing the Document Object Model (DOM), CSS, and Explain server-side scripting concepts and languages.	2016 - 2017 (Spring)	Assignment/Project	97.87% of students completed the assignment (number 6) correctly.	Achieved Goal	47	46 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 6	Develop HTML and HTML5 Web applications employing the Document Object Model (DOM), CSS, and Explain server-side scripting concepts and languages.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to connect a given website to a database server using PHP. Out of 18 students 16 were successful. 100% of students completed the assignment (number 4) correctly.	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 6	Explain server-side scripting concepts and languages.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (number 4) correctly.	Achieved Goal	47	47 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 7	Create a Web 2.0 application employing Ajax.	2016 - 2017 (Fall)	Assignment/Project	Students were asked to Create a Web 2.0 application employing Ajax. Out of 18 students 16 were successful. 100% of students completed the assignment (number 4) correctly.	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 111	Introduction to Internet Programming	SLO 7	Create a Web 2.0 application employing Ajax.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (number 4) correctly.	Achieved Goal	47	47 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	13	13 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students submitted the assignment. and completed the assignment correctly 88.8% of students met the criterion 2/22/17	Achieved Goal	18	16 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Fall)	Exam	All students taking the exam answered the question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Spring)	Exam	21 out of 21 students answered this correctly on the midterm exam 100% of the students met the criterion 3/10/17	Achieved Goal	21	21 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO/	Achieved Goal	8	8 Continue with the current strategy.
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Spring)	Assignment/Project	12 out of 13 students completed the assignment correctly 92.3% of the students met the criterion 5/12/17	Achieved Goal	13	12 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	8	8 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the program 100% of the students met the criterion. 5/26/17	Achieved Goal	13	12 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Fall)	Exam	All students answered exam question correctly.	Achieved Goal	9	9 Continue with current strategy.
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Spring)	Assignment/Project	14 out of 14 students answered the question correctly 100% of the students met the criterion 5/26/17	Achieved Goal	14	14 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project achieved the SLO.	Achieved Goal	8	8 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the assignment 100% of the students met the criterion 5/19/17	Achieved Goal	13	13 Continue with the current strategy
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 (Summer)	Assignment/Project	Project 4 supports SLO 1	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	20 Active student engagement resulted in a fun and satisfying project completion.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a basic web crawler to search and quantify data.	Achieved Goal	20	19 Active student engagement resulted in a fun and satisfying project completion.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 1	Develop server-side Python scripts for publishing on the Web.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a web crawler to search and quantify target search data from the National Academy of Science public domain webpage.	Achieved Goal	25	25 Active student engagement resulted in a fun and satisfying project completion. This project is practical application that students engage in with a lot of enthusiasm. Providing additional insights to students as to the workplace utility of this base skillset can be added in future course renditions.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 (Summer)	Assignment/Project	Projects 1, 2, 3 support SLO 2.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a password verification application.	Achieved Goal	20	20 Early Python learning laid down the foundation to expand into more advanced Python solutions.

Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	20	19 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 2	Employ control structures, functions, and arrays to create Python programs.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files.	Achieved Goal	27	27 Early Python learning laid down the foundation to expand into this more advanced Python solution.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 3.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	21	21 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	20	19 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 3	Apply object-oriented programming concepts to develop dynamic interactive Python applications.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students designed and implemented an object-oriented solution to compose and deliver email messages.	Achieved Goal	27	26 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. This project uses a wish list email message - students tend to really enjoy the user interaction of this object model.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 (Summer)	Assignment/Project	Project 5 supports SLO 4.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2016 - 2017 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Fall)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	19	19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 4	Employ Python sequences and mappings to store and manipulate data.	2017 - 2018 (Spring)	Exam	SLO satisfied. Exam questions required students to correctly employ Python sequences and mappings to manage data.	Achieved Goal	27	27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 5.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	17	16 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 (Summer)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	53	35 Some students were totally new to the concepts of database design. This topic opened new horizons.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students created and manipulated a database table using sqlite3.	Achieved Goal	20	20 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 5	Use SQL commands and the MySQL database together with Python.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students created, updated and queried an SQLITE3 database to generate a statistical report.	Achieved Goal	26	25 Some students were totally new to the concepts of database design. This topic was again used with django web development.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 (Summer)	Assignment/Project	Project 6 supports SLO 6.	Achieved Goal	31	30
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2016 - 2017 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students are well on their way to continue Web Programming Development and Design for large scale projects.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 OVERALL: Comments: Discussed with Professor Melissa Green measures to better screen for student readiness for this course effective Winter '18. Both a background questionnaire and an early programming skills evaluation test will be conducted.

Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Fall)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	20	20 Students designed and developed their first django powered web application.
Program - Web and Mobile Application Development (AS)	CIS 117	Python Programming	SLO 6	Create an advanced project using MySQL, Python and a Model-View-Controller framework.	2017 - 2018 (Spring)	Assignment/Project	SLO satisfied. Students used sqlite3, Python and the Django MVC framework to create their 1st Web Development ap.	Achieved Goal	24	24 Students designed and developed their first django powered web application.
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 1	Describe the functions of an operating system.	2016 - 2017 (Spring)	Exam	Only covered very basic functions for general OS; this class concentrates on only the UNIX and Linux systems.	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 2	Employ common UNIX shell features including I/O redirection, piping, command substitution, and simple job control	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 3	Explain shell-specific facilities including the use of environmental and local variables, and the built-in programming language	2016 - 2017 (Spring)	Exam	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 4	Analyze problems and design UNIX solutions using shell command files and scripts.	2016 - 2017 (Spring)	Assignment/Project	They write real scripts as assignments	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 5	Describe how UNIX supports processes, memory management, input/output, and the file system.	2016 - 2017 (Spring)		This should be taken out of objectives, it is more computer science than practical knowledge.	Inconclusive	18	0 This was not a real goal of this class
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 6	Set up a UNIX or Linux environment.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students succeeded	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 7	Use common and advanced UNIX utilities.	2016 - 2017 (Spring)	Exam	advanced: sed, vi, awk, regular expressions	Achieved Goal	18	16
Program - Web and Mobile Application Development (AS)	CIS 121	UNIX/Linux	SLO 8	Describe the main UNIX system administration tasks.	2016 - 2017 (Spring)	Assignment/Project	We talk about admin tasks, but don't have resources or time to do much practice with them. We do admin tools more than tasks.	Achieved Goal	5	4 Goal is weak, not enough time to test this well
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2016 - 2017 (Spring)	Essay	Students were able to research recent articles about the growth of using mobile devices to access the WWW	Achieved Goal	12	10 Possibility of converting this assignment into creation of a web page where students will even include images, links, etc.
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2017 - 2018 (Spring)	Essay	Students researched and found articles about the growth of mobile technology and the growth in using mobile devices	Achieved Goal	18	17 This research will continue as it helps students realize the importance and impact of mobile devices when developing web apps
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2016 - 2017 (Spring)	Assignment/Project	Most students were able to use RWD (Responsive Web Design) technique on an existing website	Achieved Goal	12	9 This project, for this SLO will continue as is
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2017 - 2018 (Spring)	Assignment/Project	A website requiring the use of RWD technique to make it responsive for mobile devices. Nice solutions presented even using grid or flexbox	Achieved Goal	18	12 It might be interesting to offer two different websites and the student will choose one to work with and apply the RWD technique
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2016 - 2017 (Spring)	Assignment/Project	Students were able to use jQuery Mobile to build a web app for a toy store	Achieved Goal	12	10 This assignment will be modified so students can choose from one of 3 presented frameworks to create the web app
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2017 - 2018 (Spring)	Assignment/Project	Use of jQuery Mobile, or Bootstrap, or Ionic to create web applications - with some extra credit included that most students tried to accomplish	Achieved Goal	18	13 It's possible to think about a web app that instead of toys, could show professors of a college and/or lecturers of an event
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2016 - 2017 (Spring)	Assignment/Project	Students applied @media queries in a Responsive Web Design (RWD) website	Achieved Goal	12	9 In regards to @media query, some questions were also included in the final exam
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2017 - 2018 (Spring)	Assignment/Project	Achieved in the RWD exercise - Homework 2	Achieved Goal	18	12 Same observation as in SLO #2
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2016 - 2017 (Spring)	Assignment/Project	Students continued the jQuery Mobile app finished on 4/18 and added the cache manifest to one of the pages	Achieved Goal	12	10 Students will be required to use service worker as well because cache manifest is becoming deprecated
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2017 - 2018 (Spring)	Assignment/Project	Instead of cache manifest, currently we are using service workers - it would be	Achieved Goal	18	13 It would be better to change that SLO to be: "apply technique to make applications available offline" as cache manifest is currently deprecated
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap	2016 - 2017 (Spring)	Assignment/Project	Students developed a small app using Intel XDK tool and package the app for Android that was then installed in an Android device	Achieved Goal	12	9 Future students will use Intel XDK to code the app but will need to use PhoneGap Build to build the package to be installed in device
Program - Web and Mobile Application Development (AS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2017 - 2018 (Spring)	Assignment/Project	Students created a hybrid app using PhoneGap Build and I was able to install the app in my Android phone	Achieved Goal	18	9 This assignment showed to be a little bit harder for students - more time will be given for students to "digest" the information and be able to achieve the goal

Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 1	Create and assure the quality of a suitable data model for a given application.	2016 - 2017 (Fall)		Mapping Entity-Relationship Model into relational Schema, using ERD and UML One HW assignments, 16 out of 17 students participated. Grade performance was 70% Final Exam: 15 students participated and average performance was 70%	Achieved Goal	17	15
Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 2	Use normalization to transform a relational schema into a set of normalized relations (3NF).	2016 - 2017 (Fall)		Third Normal Form, Boyce-Codd Normal Form and Fourth Normal Form Two HW assignments, 16 out of 17 students participated. Grade performance was 70%	Achieved Goal	17	15
Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 3	Use SQL for database creation, manipulation and control.	2016 - 2017 (Fall)		First Four SQL assignments and Four SQL assignments and two Relational Algebra assignments dealing with a wide range of queries and SQL features. Relational Algebra assignments: 16 students participated and the average performance was 85% Introductory SQL assignment: 16 students participated and average performance was 80% Intermediate SQL assignment: 16 students participated and their average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%.	Achieved Goal	17	15
Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 4	Employ data storage and indexing options and perform query optimization.	2016 - 2017 (Fall)		Not addressed.	Did Not Achieve Goal	0	0
Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 5	Perform basic database administration tasks.	2016 - 2017 (Fall)		One HW assignment, 15 out of 17 students participated. Grade performance was 80%	Achieved Goal	17	15
Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 6	Employ XML technologies to query, manipulate and transform data.	2016 - 2017 (Fall)		Briefly mentioned. CIS 379 covers this subject in detail.	Inconclusive	0	0
Program - Web and Mobile Application Development (AS)	CIS 132	Introduction to Databases	SLO 7	Develop NoSQL desktop and cloud database solutions.	2016 - 2017 (Fall)		Not addressed, CIS 133 covers this subject detail.	Did Not Achieve Goal	0	0
Program - Web and Mobile Application Development (AS)	CIS 135	Android Programming	SLO 1	Explain the Android OS architecture.	2016 - 2017 (Spring)	Exam	100% of students answered the midterm exam question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 135	Android Programming	SLO 2	Install and use appropriate tools for Android development, including IDE, device emulator, and profiling tools.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 0).	Achieved Goal	17	17 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 135	Android Programming	SLO 3	Build user interfaces with fragments, views, form widgets, text input, lists, tables, and menus.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 5 (longevity calculator app) did it correctly.	Achieved Goal	7	7 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 135	Android Programming	SLO 4	Employ advanced UI widgets for scrolling, tabbing, and layout control.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 4 (OfficeCards app) did it correctly.	Achieved Goal	8	8 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 135	Android Programming	SLO 5	Store application data on the mobile device, in internal or external storage locations.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 7 (Employees and EmployeeList apps with database) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 135	Android Programming	SLO 6	Create an advanced mobile application employing sensors, maps, and other features.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (interactive Google maps app with markers) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Fall)	Exam	Test question Students must trace program code and give expected output with an explanation of code behavior.	Achieved Goal	27	26 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 1	Analyze and explain the behavior of programs involving the fundamental program constructs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Fall)	Other	Lab 8: Box class toString method inherited from Object class. Nearly all students succeeded in achieve SLO.	Achieved Goal	17	16 Continue with current strategy.
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 10	Analyze and explain is-a relationships among objects using a class hierarchy and inheritance.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (Ebook and EbookLibrary app) did it correctly.	Achieved Goal	21	21 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iteration control structures	2016 - 2017 (Fall)	Assignment/Project	Assignment 4 Nearly all students achieved this SLO	Achieved Goal	19	18 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 2	Write short programs that use the fundamental program constructs including standard conditional and iteration control structures	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 4) correctly.	Achieved Goal	25	25 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Fall)	Exam	Exam question	Achieved Goal	27	26 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 3	Identify and correct syntax and logic errors in short programs	2016 - 2017 (Spring)	Exam	92.9% of students answered the midterm exam question correctly.	Achieved Goal	28	26 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Fall)	Assignment/Project	Assignment 6 All students submitting assignment met SLO	Achieved Goal	16	16 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 4	Write short programs using arrays	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 6 (rainfall app) did it correctly.	Achieved Goal	23	23 Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Fall)	Assignment/Project	Lab 8 Box class - The majority of students met the SLO	Achieved Goal	17	15 Continue with current strategy

Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 5	Design and implement a class based on attributes and behaviors of objects	2016 - 2017 (Spring)	Assignment/Project	100% of students completing lab 8 Box class) did it correctly.	Achieved Goal	17	17	Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Fall)	Assignment/Project	Lab 2 - Use Bicycle class in test program. All students met SLO	Achieved Goal	26	26	Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 6	Construct objects using a class and activate methods on them	2016 - 2017 (Spring)	Assignment/Project	95.7% of students completing lab 2 (BicycleTest program) did it correctly.	Achieved Goal	23	23	Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Fall)	Exam	Create class with static and instance variables and methods. Nearly all students met SLO	Achieved Goal	17	16	Continue with the current strategy.
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 7	Use static and instance members of a class properly	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23	Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Fall)	Exam	Nearly all students answered this correctly and achieved SLO.	Achieved Goal	17	16	Continue with current strategy.
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 8	Identify and describe value, scope and lifetime of a variable.	2016 - 2017 (Spring)	Exam	100% of students answering the final exam question did it correctly.	Achieved Goal	23	23	Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Fall)	Exam	Nearly all students achieved SLO	Achieved Goal	17	16	Continue with current strategy.
Program - Web and Mobile Application Development (AS)	CIS 254	Introduction to Object-Oriented Program Design	SLO 9	Describe the parameter passing mechanisms and method overloading.	2016 - 2017 (Spring)	Exam	91.3% of students answering the test 4 question did it correctly.	Achieved Goal	23	21	Continue with current strategy
Program - Web and Mobile Application Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 1	Design and construct MySQL databases of moderate complexity	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 69% Final Exam: average grade performance was 69%	Achieved Goal	12	8	
Program - Web and Mobile Application Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 2	Use SQL commands to create tables and to query, update, and drop them	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance was 80%	Achieved Goal	12	8	
Program - Web and Mobile Application Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 3	Explain the relational model and theory of normalization	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance was 69%	Achieved Goal	12	8	
Program - Web and Mobile Application Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 4	Create stored procedures, functions, and triggers	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: average grade performance was 76%	Achieved Goal	12	8	
Program - Web and Mobile Application Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 5	Administer a MySQL database, with ability to backup, recover, and protect data	2016 (Summer)	Exam	NOTE: Fall 2015 This SLO was not addressed directly	Inconclusive	0	0	
Program - Web and Mobile Application Development (AS)	CIS 363	Enterprise Database Management with MySQL	SLO 6	Develop an advanced project using MySQL with Java or PHP and callable statements	2016 (Summer)	Exam	NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: 17 students participated and average grade performance was 87%	Achieved Goal	12	8	
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	13	13	Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 1	Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers.	2016 - 2017 (Spring)	Assignment/Project	16 out of 18 students submitted the assignment. and completed the assignment correctly 88.8% of students met the criterion 3/24/17	Achieved Goal	18	16	Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Fall)	Exam	All students taking the exam answered the question correctly.	Achieved Goal	9	9	Continue with current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 2	Explain object-based programming and the Document Object Model (DOM).	2016 - 2017 (Spring)	Exam	21 out of 21 students answered this correctly on the midterm exam 100% of the students met the criterion 3/10/17	Achieved Goal	21	21	Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO/	Achieved Goal	8	8	Continue with the current strategy.
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 3	Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language.	2016 - 2017 (Spring)	Assignment/Project	12 out of 13 students completed the assignment correctly 92.3% of the students met the criterion 5/12/17	Achieved Goal	13	12	Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the assignment achieved the SLO	Achieved Goal	8	8	Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 4	Employ Ajax technologies to fetch XML, RSS, or JSON data asynchronously from the server.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the program 100% of the students met the criterion. 5/26/17	Achieved Goal	13	12	Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Fall)	Exam	All students answered exam question correctly.	Achieved Goal	9	9	Continue with current strategy.
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 5	Explain JavaScript design patterns and illustrate how they are used to create various applications.	2016 - 2017 (Spring)	Assignment/Project	14 out of 14 students answered the question correctly 100% of the students met the criterion 6/26/17	Achieved Goal	14	14	Continue with the current strategy

Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Fall)	Assignment/Project	All students submitting the final project achieved the SLO.	Achieved Goal	8	8 Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 114	JavaScript/Ajax Programming	SLO 6	Create an advanced project using various libraries and frameworks, with attention to security and performance.	2016 - 2017 (Spring)	Assignment/Project	13 out of 13 students completed the assignment 100% of the students met the criterion	Achieved Goal	13	13 Continue with the current strategy
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2016 - 2017 (Spring)	Essay	Students were able to research recent articles about the growth of using mobile devices to access the WWW	Achieved Goal	12	10 Possibility of converting this assignment into creation of a web page where students will even include images, links, etc.
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 1	Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads.	2017 - 2018 (Spring)	Essay	Students researched and found articles about the growth of mobile technology and the growth in using mobile devices	Achieved Goal	18	17 This research will continue as it helps students realize the importance and impact of mobile devices when developing web apps
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2016 - 2017 (Spring)	Assignment/Project	Most students were able to use RWD (Responsive Web Design) technique on an existine website	Achieved Goal	12	9 This project, for this SLO will continue as is
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 2	Design and create web applications for display on a variety of mobile devices and screens.	2017 - 2018 (Spring)	Assignment/Project	A website requiring the use of RWD technique to make it responsive for mobile devices. Nice solutions presented even using grid or flexbox	Achieved Goal	18	12 It might be interesting to offer two different websites and the student will choose one to work with and apply the RWD technique
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2016 - 2017 (Spring)	Assignment/Project	Students were able to use jQuery Mobile to build a web app for a toy store	Achieved Goal	12	10 This assignment will be modified so students can choose from one of 3 presented frameworks to create the web app
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 3	Apply appropriate user-interface design techniques and standards to create intuitive and effective designs.	2017 - 2018 (Spring)	Assignment/Project	Use of jQuery Mobile, or Bootstrap, or Ionic to create web applications - with some extra credit included that most students tried to accomplish	Achieved Goal	18	13 It's possible to think about a web app that instead of toys, could show professors of a college and/or lecturers of an event
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2016 - 2017 (Spring)	Assignment/Project	Students applied @media queries in a Responsive Web Design (RWD) website	Achieved Goal	12	9 In regards to @media query, some questions were also included in the final exam
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 4	Use media queries to optimize sites for display on different-sized devices.	2017 - 2018 (Spring)	Assignment/Project	Achieved in the RWD exercise - Homework 2	Achieved Goal	18	12 Same observation as in SLO #2
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2016 - 2017 (Spring)	Assignment/Project	Students continued the jQuery Mobile app finished on 4/18 and added the cache manifest to one of the pages	Achieved Goal	12	10 Students will be required to use service worker as well because cache manifest is becoming deprecated
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 5	Create cache manifests to make applications available offline.	2017 - 2018 (Spring)	Assignment/Project	Instead of cache manifest, currently we are using service workers - it would be	Achieved Goal	18	13 It would be better to change that SLO to be: "apply technique to make applications available offline" as cache manifest is currently deprecated
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap	2016 - 2017 (Spring)	Assignment/Project	Students developed a small app using Intel XDK tool and package the app for Android that was then installed in an Android device	Achieved Goal	12	9 Future students will use Intel XDK to code the app but will need to use PhoneGap Build to build the package to be installed in device
Program - Web/Mobile App Development (CS)	CIS 128	Mobile Web App Development	SLO 6	Package a web application built with HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framework such as PhoneGap.	2017 - 2018 (Spring)	Assignment/Project	Students created a hybrid app using PhoneGap Build and I was able to install the app in my Android phone	Achieved Goal	18	9 This assignment showed to be a little bit harder for students - more time will be given for students to "digest" the information and be able to achieve the goal
Program - Web/Mobile App Development (CS)	CIS 135	Android Programming	SLO 1	Explain the Android OS architecture.	2016 - 2017 (Spring)	Exam	100% of students answered the midterm exam question correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Web/Mobile App Development (CS)	CIS 135	Android Programming	SLO 2	Install and use appropriate tools for Android development, including IDE, device emulator, and offline tools.	2016 - 2017 (Spring)	Assignment/Project	100% of students completed the assignment (assignment 0).	Achieved Goal	17	17 Continue with current strategy
Program - Web/Mobile App Development (CS)	CIS 135	Android Programming	SLO 3	Build user interfaces with fragments, views, form widgets, text input, lists, tables, and menus.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 5 (longevity calculator app) did it correctly.	Achieved Goal	7	7 Continue with current strategy
Program - Web/Mobile App Development (CS)	CIS 135	Android Programming	SLO 4	Employ advanced UI widgets for scrolling, tabbing, and layout control.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 4 (OfficeCards app) did it correctly.	Achieved Goal	8	8 Continue with current strategy
Program - Web/Mobile App Development (CS)	CIS 135	Android Programming	SLO 5	Store application data on the mobile device, in internal or external storage locations.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 7 (Employees and EmployeeList apps with database) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Web/Mobile App Development (CS)	CIS 135	Android Programming	SLO 6	Create an advanced mobile application employing sensors, maps, and other features.	2016 - 2017 (Spring)	Assignment/Project	100% of students completing assignment 8 (interactive Google maps app with markers) did it correctly.	Achieved Goal	9	9 Continue with current strategy
Program - Yoga Instructor (CS)	FITN 334.1	Yoga I	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a beginning level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	156	151 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	FITN 334.1	Yoga I	SLO 2	Demonstrate knowledge of various exercises and yoga poses at a beginning level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	156	156 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.

Program - Yoga Instructor (CS)	FITN 334.2	Yoga II	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an intermediate level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	29	28 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	FITN 334.2	Yoga II	SLO 2	Demonstrate knowledge of various exercises and yoga poses at an intermediate level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises.	Achieved Goal	29	29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	FITN 334.3	Yoga III	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an advanced level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	7	7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	FITN 334.3	Yoga III	SLO 2	Demonstrate knowledge of various exercises and yoga poses at an advanced level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and yoga poses.	Achieved Goal	7	7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	FITN 334.4	Yoga IV	SLO 1	Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level.	2016 - 2017 (Fall)	Pre and Post Test	97% of all students improved on one or more of the fitness assessments.	Achieved Goal	4	4 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	FITN 334.4	Yoga IV	SLO 2	Demonstrate knowledge of various exercises and yoga poses at an expert level.	2016 - 2017 (Fall)	Other	All students demonstrated knowledge of various exercises and yoga poses.	Achieved Goal	4	4 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Fall)	Presentation/Performance	90% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	33	30 Based on the assessment results SLO's are appropriate and no further action is necessary at this time.
Program - Yoga Instructor (CS)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2016 - 2017 (Spring)	Presentation/Performance	94% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	34	34 Based on the assessment results SLO's are appropriate and no further action is necessary at this time
Program - Yoga Instructor (CS)	KINE 119	First Aid/Adult & Pediatric CPR	SLO 1	Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	2017 - 2018 (Fall)	Presentation/Performance	88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid	Achieved Goal	26	23 Based on the assessment results SLO's are appropriate and no further action is necessary at this time