| 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, | 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 | purchasing cycle and payroll 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 | 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 | profession 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 | 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. | | 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 ir accounting such as notes, bonds, and | 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, savin, and investment programs, tax | 2016 - 2017 (Spring) g | 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 | 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 authoritativ standard setting bodies | e 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 | 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 | discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional | 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 | organizations Menus and Icons: Demonstrate activating QuickBooks and using | 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 | menus and icons to access software 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 | | 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 | service business using QuickBooks 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 | 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 | menus and icons to access software Data Files: Set up and prepare payroll for a small business using QuickBooks | | 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 | | 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 | 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. |
| 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 | | 2016 - 2017 | Exam | Students met the goal. | Achieved Goal | 20 | 19 Students successfully met this goal. |
| Discipline - Accounting | ACTG 161 | Intermediate Accounting I | SLO 2 | | (Spring) 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 | | Exam | Students met this objective. | Achieved Goal | 20 | 18 Objective has been met. |
| Discipline - Accounting | ACTG 161 | Intermediate Accounting I | SLO 5 | statements Ethics: Identify and analyze ethical standards issued by professional | (Spring) 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 | | 2016 - 2017 | | Students met this objective. | Achieved Goal | 20 | 18 Continue to support students to ensure success. |
| Discipline - Accounting | ACTG 162 | Intermediate Accounting II | SLO 2 | | (Spring) 2016 - 2017 | 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 | authoritative standard setting bodies Valuation: Value assets, liabilities, | (Spring) 2016 - 2017 | 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 | equities, revenues and expenses Financial statements: Prepare financial | (Spring) 2016 - 2017 | 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 | statements Ethics: Identify and analyze ethical standards issued by professional | (Spring) 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 | organizations 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- | 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 | making and control Ethics: Identify and analyze ethical standards issued by professional | 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 | organizations Gather, identify, examine, sort, and classify information required for filing | 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 | individual income tax returns Explain elements of the tax law pertaining to the scope of VITA | 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 | program tax returns 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 | | 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 | individual input screens 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 | | 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 | (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 | return questions using TayWise Understand and explain basis Federal and California income tax law, theory, and practice for individuals. | 2016 - 2017 | 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 | 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. | | 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 | 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 | | 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 | | 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 Estate Using Tax Software | es SLO 6 | Demonstrate competency in preparing 2017 - 2018 (Fall federal Form 709 for reportable gifts made by a donor |) 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 Estatu Using Tax Software | es SLO 7 | Calculate additional taxes pursuant to 2017 - 2018 (Fall Affordable Care Act (Obamacare) |) 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 2016 - 2017 (Fall into student's exercise program. |) 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 2017 - 2018 (Fall into student's exercise program. |) Survey | All students successfully Incorporated aquatic strength exercises into their exercises | 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 2016 - 2017 (Fall most effective order based on student's fitness goals. |) Survey | program 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 2017 - 2018 (Fall most effective order based on |) Survey | All students successfully organized all exercise modalities in the most effective | Achieved Goal | 33 | 33 Based on the SLO results no further actions are needed. |
| Discipline - Adapted Physical Education | ADAP 100 | Adapted Aquatics | SLO 3 | student's fitness goals. Select exercises than can be 2016 - 2017 (Fall performed according to the student's ability. |) Survey | order based on student's fitness goals 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 2017 - 2018 (Fall performed according to the student's |) Survey | All students were successful at selecting exercises that could be performed | 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 | abilitv. Perform certain exercises 2016 - 2017 (Fall independently. |) Survey | according to the thier ability. 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 2017 - 2018 (Fall independently. |) 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 2016 - 2017 (Fall their exercise program. |) 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 2017 - 2018 (Fall their exercise program. |) 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 $$ 2018 - 2019 (Faltheir exercise program. |) 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 2016 - 2017 (Fall their exercise program. |) 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 2017 - 2018 (Fall their exercise program. |) 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 2018 - 2019 (Fall their exercise program. |) 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. |) 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. |) Survey | More than 60% of the students have score 4 or higher. | d 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. |) 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 2016 - 2017 (Fall certain exercises independently. |) 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 2017 - 2018 (Fall certain exercises independently. |) Survey | More than 60% of the students have scored 4 or higher. | d 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 2018 - 2019 (Fall certain exercises independently. |) Survey | More than 60% of the students scored 4 or higher. | Achieved Goal | 85 | 82 Based on the assessment results, SLOs 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 2016 - 2017 (Fall) Survey and cannot perform according to the individual's disability | More than 60% of students scored a 4 or Achieved Goal higher | 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 2017 - 2018 (Fall) Survey and cannot perform according to the individual's disability | 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 2018 - 2019 (Fall) Survey and cannot perform according to the individual's disability | More than 60% of students scored a 4 or Achieved Goal higher. | 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 2016 - 2017 (Fall) Survey their exercise program. | More than 60% of students scored a 4 or Achieved Goal higher | 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 2017 - 2018 (Fall) Survey their exercise program. | More than 60% of the students have scored Achieved Goal 4 or higher. | 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 2018 - 2019 (Fall) Survey their exercise program. | More than 60% of the students scored 4 or Achieved Goal higher. | 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 2016 - 2017 (Fall) Survey their exercise program. | More than 60% of students scored a 4 or Achieved Goal higher | 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 2017 - 2018 (Fall) Survey their exercise program. | More than 60% of the students have scored Achieved Goal 4 or higher. | 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 2016 - 2017 (Fall) Survey most effective order based on individual fitness goals. | More than 60% of students scored a 4 or Achieved Goal higher | 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 2017 - 2018 (Fall) Survey most effective order based on individual fitness goals. | More than 60% of the students have scored Achieved Goal 4 or higher. | 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 2018 - 2019 (Fall) Survey most effective order based on individual fitness goals. | More than 60% of the students scored 4 or Achieved Goal higher. | 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 2016 - 2017 (Fall) Survey to fitness goals. | More than 60% of students scored a 4 or Achieved Goal higher | 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 2017 - 2018 (Fall) Survey to fitness goals. | More than 60% of the students have scored Achieved Goal 4 or higher. | 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 2018 - 2019 (Fall) Survey to fitness goals. | More than 60% of the students scored 4 or Achieved Goal higher. | 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 2016 - 2017 (Fall) Survey better facilitate exercise effectiveness. | More than 60% of students scored a 4 or Achieved Goal higher | 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 2017 - 2018 (Fall) Survey better facilitate exercise effectiveness. | More than 60% of the students have scored Achieved Goal 4 or higher. | 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 2018 - 2019 (Fall) Survey better facilitate exercise effectiveness. | More than 60% of the students scored 4 or Achieved Goal higher. | 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 2016 - 2017 (Fall) Survey techniques into their exercise program. | More than 60% of students scored a 4 or Achieved Goal higher | 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 2018 - 2019 (Fall) Survey techniques into their exercise program. | More than 60% of the students scored 4 or Achieved Goal higher. | 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 2018 - 2019 (Fall) Survey techniques into their exercise program. | More than 60% of the students scored 4 or Achieved Goal higher. | 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 2016 - 2017 (Fall) Survey exercises into their exercise program. | More than 60% of students scored a 4 or Achieved Goal higher | 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 whethe they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 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 whethe they feel they can meet the \$LOs using a five-point scale (1 - Disagree Completely; 5 Agree Completely; 5 Success: At least 75% of the students choose 4 or 5 on the survey. | | 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 whethe they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 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 whethe they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 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 whethe they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 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 whethe they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 28 | 24 |

| 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 | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 19 | 18 |
|---|----------|--|-------|---|-------------------------|--------|--|----|----|
| 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 | 2017 - 2018 (Spring) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 28 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 41 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 19 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 27 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 41 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 4 | Explain the history, structure and function of the Judicial System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 23 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 4 | Explain the history, structure and function of the Judicial System | 2017 - 2018 (Fall) | | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 4 | Explain the history, structure and function of the Judicial System | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 24 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 40 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 27 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 26 |

| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 6 | Discuss the future of the Criminal Justice System | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 44 | 40 |
|---|----------|---|-------|--|-------------------------|--------|---|----|----|
| Discipline - Administration of Justice | ADMJ 100 | Introduction to the Criminal Justice System | SLO 6 | Discuss the future of the Criminal Justice System | 2016 - 2017 (Spring) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 18 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 29 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 39 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 28 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 39 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 23 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 2 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 30 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 22 | 21 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 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 | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 39 |
| 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 | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 28 |

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| Justice Criminal Justice System in arrest and search and seizure (Spring) they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Discipline - Administration of ADMJ 104 Concepts of Criminal Law SLO 1 Discuss the history of Criminal Law 2016 - 2017 (Fall) Survey Method: Students are surveyed on whether Achieved Goal 32 they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely; 5 - | | 22 22 |
| Justice they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | • | 24 24 |
| choose 4 or 5 on the survey. | | 32 31 |
| Discipline - Administration of ADMJ 104 Concepts of Criminal Law SLO 1 Discuss the history of Criminal Law 2016 - 2017 Survey Method: Students are surveyed on whether Achieved Goal 59 Justice (Spring) they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) 5 Success: At least 75% of the students choose 4 or 5 on the survey. | | 59 53 |
| Discipline - Administration of ADMJ 104 Concepts of Criminal Law SLO 1 Discuss the history of Criminal Law 2017 - 2018 (Fall) Survey Method: Students are surveyed on whether Achieved Goal 40 they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | • | 40 39 |
| Discipline - Administration of ADMJ 104 Concepts of Criminal Law SLO 1 Discuss the history of Criminal Law 2017 - 2018 Survey Method: Students are surveyed on whether Achieved Goal 33 Justice (Spring) they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 33 33 |

| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 32 | 30 |
|--|----------|--------------------------|-------|--|-------------------------|--------|---|----|----|
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 2 | Discuss the fundamentals of the adversarial system | 2016 - 2017 (Spring) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 55 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 38 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 31 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 31 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 40 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 32 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 40 |
| Discipline - Administration of Justice | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 31 |
| Discipline - Administration of Justice | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Discipline - Administration of Justice | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | es 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 19 |
| Discipline - Administration of Justice | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 32 |
| Discipline - Administration of Justice | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 25 |
| Discipline - Administration of Justice | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | ss 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |

| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | te SLO 1 | , , | 2016 - 2017 (Spring) | | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 34 |
|---|----------|--|----------|---|-------------------------|--------|---|----|----|
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | ce SLO 1 | | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | ee 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 36 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | te 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 37 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | te 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 15 |
| Discipline - Administration of Justice | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 30 |
| Discipline - Administration of Justice | ADMJ 120 | Criminal Investigation | SLO 1 | | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 26 |
| Discipline - Administration of Justice | ADMJ 120 | Criminal Investigation | SLO 1 | | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the \$LOS using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 42 | 40 |
| Discipline - Administration of Justice | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | F 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 30 |
| Discipline - Administration of Justice | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | f 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 25 |
| Discipline - Administration of Justice | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | f 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point Scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 29 |

| Figure Advisionation of Maria Service | ſ | Discipline - Administration of | ADMJ 125 | Juvenile Procedures | SLO 2 | Distinguish between delinquency, | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal | 30 | 29 |
|--|---|--------------------------------|----------|----------------------------------|-------|--------------------------------------|--------------------|--------|--|----|----|
| Leaving Service Servic | | | | | | | , | , | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | |
| Particular American April 200 Control April Control Control April Control Control April Control Control April Control | | | ADMJ 125 | Juvenile Procedures | SLO 3 | | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 29 |
| Bodgie - Administration of Mark 125 Avenite Procedures | | • | ADMJ 125 | Juvenile Procedures | SLO 3 | | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 30 | 30 |
| place of the comment of the SULI unitary of the theory of the third of the SULI Unitary of the SULI Unitar | | • | ADMJ 125 | Juvenile Procedures | SLO 4 | protections extended to juveniles | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 29 |
| Apply California Dave Administration of Junifice | | | ADMJ 125 | Juvenile Procedures | SLO 4 | protections extended to juveniles | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 30 | 30 |
| dispositions Author Complete Complete | | | ADMJ 125 | Juvenile Procedures | SLO 5 | | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 29 |
| Discipline - Administration of Justice Juvenile definition to Foresis C Science Justice Juvenile definition to Foresis C Science Juvenile definition to Foresis C Science Justice Justi | | | ADMJ 125 | Juvenile Procedures | SLO 5 | | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 30 | 30 |
| Justice Discipline - Administration of Justice Discipline - Administratio | | | ADMJ 125 | Juvenile Procedures | SLO 6 | juvenile delinquency and dependency | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 29 |
| Discipline - Administration of Justice Discipline - Administration of Justice Discipline - Administration of Justi | | | ADMJ 125 | Juvenile Procedures | SLO 6 | juvenile delinquency and dependency | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 30 | 30 |
| Discipline - Administration of Justice ADMJ 185 | | | ADMJ 185 | Introduction to Forensic Science | SLO 1 | forensic specialists in the Criminal | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 13 | 12 |
| Discipline - Administration of Justice Discipline - Administration of Justice SLO 2 Identify the various types of crime scene and discuss crime scene processing vs. crime scene analysis Survey Method: Students are surveyed on whether Achieved Goal 13 | | • | ADMJ 185 | Introduction to Forensic Science | SLO 1 | forensic specialists in the Criminal | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 19 | 16 |
| Discipline - Administration of ADMJ 185 Introduction to Forensic Science SLO 2 Identify the various types of crime 2017 - 2018 (Fall) Survey Method: Students are surveyed on whether Achieved Goal 19 Justice scenes and discuss crime scene processing vs. crime scene analysis five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students Choose 4 or 5 on the survey. | | | ADMJ 185 | Introduction to Forensic Science | SLO 2 | scenes and discuss crime scene | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 13 | 13 |
| - to seem to the s | | | ADMJ 185 | Introduction to Forensic Science | SLO 2 | scenes and discuss crime scene | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 19 |

| Discipline - Adminis Justice | stration of | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 13 | 12 |
|--|--|---|---|--|--|--|---|--|----------------------------------|----------------------------------|
| Discipline - Adminis Justice | stration of | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 18 |
| Discipline - Adminis Justice | stration of | 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/Perfor mance | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely). Success: At least 75% of the students choose 4 or 5 on the survey. | 13 | 13 |
| Discipline - Adminis Justice | stration of | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 18 |
| Discipline - Adminis Justice | stration of | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely). Success: At least 75% of the students choose 4 or 5 on the survey. | 13 | 13 |
| Discipline - Adminis Justice | stration of | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| Discipline - America | | ASL 100 | American Classican I | | Former hands the solution Act and adults | | | | | 43 |
| | an Sign | 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 |
| Language Discipline - America | | ASL 100 | American Sign Language I | SLO 2 | Explain elements of deaf culture and | | . , | Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal | | 43 |
| Language Discipline - America Language Discipline - America | an Sign | | | | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in | 2016 - 2017 (Fall) | Assignment/Project | | 54 | |
| Language Discipline - America Language Discipline - America Language Discipline - America | an Sign an Sign | ASL 100 | American Sign Language I | SLO 2 | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, | 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Assignment/Project Assignment/Project | Most of the students assessed met the SLO. Achieved Goal | 54 | 43 |
| Language Discipline - America Language Discipline - America Language Discipline - America Language Discipline - America | an Sign an Sign an Sign | ASL 100 ASL 100 | American Sign Language I American Sign Language I | SLO 2 SLO 3 | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, appropriate to level I Express intermediate linguistic | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Assignment/Project Assignment/Project Assignment/Project | Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal | 54 54 54 | 43 |
| Language Discipline - America | an Sign an Sign an Sign an Sign | ASL 100 ASL 100 ASL 100 | American Sign Language I American Sign Language I American Sign Language I | SLO 2 SLO 3 SLO 4 | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, appropriate to level 1 Express intermediate linguistic principles of ASL Explain elements of deaf culture and | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project | Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal | 54 54 54 19 | 43 43 43 |
| Language Discipline - America Discipline - America Discipline - America | an Sign an Sign an Sign an Sign | ASL 100 ASL 100 ASL 100 ASL 110 | American Sign Language I American Sign Language I American Sign Language I American Sign Language II | SLO 2 SLO 3 SLO 4 SLO 1 | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, appropriate to level I Express intermediate linguistic principles of ASL Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project | Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal | 54 54 54 19 | 43 43 43 17 |
| Language Discipline - America Language Liscipline - America Language Liscipline - America Language | an Sign an Sign an Sign an Sign an Sign an Sign | ASL 100 ASL 100 ASL 100 ASL 110 ASL 110 ASL 110 ASL 110 ASL 110 | American Sign Language I American Sign Language I American Sign Language II | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 SLO 3 | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, appropriate to level I Express intermediate linguistic principles of ASL Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, appropriate to level II | 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project | Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal | 54 54 54 19 19 19 | 43 43 43 17 17 17 |
| Language Discipline - America Discipline - America | an Sign an Sign an Sign an Sign an Sign an Sign | ASL 100 ASL 100 ASL 100 ASL 110 ASL 110 ASL 110 ASL 110 | American Sign Language I American Sign Language I American Sign Language I American Sign Language II American Sign Language II American Sign Language II | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 SLO 3 | Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, appropriate to level I Express intermediate linguistic principles of ASL Explain elements of deaf culture and the deaf community Apply correct etiquette to be used in deaf culture situations Maintain a basic conversation in ASL, | 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project | Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal Most of the students assessed met the SLO. Achieved Goal | 54 54 54 19 19 19 | 43 43 43 17 17 |

| Discipline - Anthropolgy | ANTH 110 | Cultural Anthropology | SLO 2 | Recognize the methods, theories and 20 perspectives used to study and understand human cultures. | 017 - 2018 (Fall) | Survey | B) Recognize the methods, theories and perspectives used to study and understand human cultures. 5=9 4=38 | Achieved Goal | 86 | 75 |
|--------------------------|----------|-----------------------|-------|--|-------------------|--------|--|---------------|----|----|
| Discipline - Anthropolgy | ANTH 110 | Cultural Anthropology | SLO 3 | Explain the importance of the 20 ethnographic method in the study of culture. | 017 - 2018 (Fall) | Survey | 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 | 59 |
| Discipline - Anthropolgy | ANTH 110 | Cultural Anthropology | SLO 4 | Employ the relativist perspective while 20 discussing cultural variation. | 017 - 2018 (Fall) | Survey | 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 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 | Achieved Goal | 86 | 65 |
| Discipline - Anthropolgy | ANTH 110 | Cultural Anthropology | SLO 5 | Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. | 017 - 2018 (Fall) | Survey | anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. 5=18 4=42 3=15 2=5 | Achieved Goal | 86 | 75 |
| Discipline - Anthropolgy | ANTH 110 | Cultural Anthropology | SLO 6 | Analyze and evaluate the ethical issues 20 anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. | 017 - 2018 (Fall) | Survey | 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 in, 5 felt some level of confusion about E) Analyze and evaluate the ethnical 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 in, 6 felt competent but could not explain it, 6 felt | Achieved Goal | 86 | 74 |

| Discipline - Anthropolgy | ANTH 110 | Cultural Anthropology | SLO 7 | Explain the interconnectedness of the 2017 - 2018 (Fall) Survey economic, political and sociocultural forces of globalization amongst diverse | economic, political and sociocultural forces of | | 86 | 62 |
|--------------------------|------------|-----------------------|-------|--|---|---------------|----|---|
| | | | | cultural groups. | 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. | | | |
| Discipline - Anthropolgy | 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. | 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 1= some 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 most of it 5=competent and could explain ill of it 1 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 | | 40 | 38 |
| Discipline - Anthropolgy | ANTH 125 | Physical Anthropology | SLO 2 | Analyze, explain (orally and in writing), 2017 - 2018 (Fall) Survey and apply key anthropological theories, concepts and terms to various physical anthropology issues | 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 |
| Discipline - Anthropolgy | ANTH 125 | Physical Anthropology | SLO 3 | Communicate knowledge of physical 2017 - 2018 (Fall) Survey anthropology by using written, oral and other technologically oriented modalities | In e materian 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 | 37 | 37 |
| Discipline - Aquatics | | Water Polo I | SLO 1 | Improve body composition, range of 2016 - 2017 (Fall) Pre and Po motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the beginning | | 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 2016 - 2017 (Fall) Pre and Po strokes; freestyle, breast stroke, back stroke and butterfly at the beginning laual | st 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. |
| | | | | | | | | |

| Discipline - Aquatics | AQUA 109.2 | Water Polo II | SLO 1 | Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students improved based on a Achieved Goal pre and post fitness test. | 1 | 1 Student success confirms the merits of the current approaches to this class. |
|-----------------------|------------|---|-------|---|--|----|--|
| Discipline - Aquatics | AQUA 109.2 | Water Polo II | SLO 2 | and aerchic canacity at an Demonstrate knowledge of the various 2016 - 2017 (Fall) Pre and Post Test strokes; freestyle, breast stroke, back stroke and butterfly as modified for the sport of Water Polo at an | 100% of students showed improvement Achieved Goal based on a pre and post swim test. | 1 | 1 Student success confirms the merits of the current approach of this class. |
| Discipline - Aquatics | AQUA 109.3 | Water Polo III | SLO 1 | intermediate leval Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students improved based on a Achieved Goal pre and post fitness test. | 2 | 2 Student success confirms the merits of the current approaches to this class. |
| Discipline - Aquatics | AQUA 109.3 | Water Polo III | SLO 2 | and aerohic canacity at an advanced Demonstrate knowledge of the various 2016 - 2017 (Fall) Pre and Post Test strokes modified for Water Polo; freestyle, breast stroke, back stroke | 100% of the students improved based on a Achieved Goal pre and post swim test. | 2 | 2 Student success confirms the merits of the current approaches of this class. |
| Discipline - Aquatics | AQUA 109.4 | Water Polo IV | SLO 1 | and hutterfiv at an advanced level Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students showed improvement Achieved Goal via a pre and post fitness test. | 1 | 1 Student success confirms the merits of the current approach of this class. |
| Discipline - Aquatics | AQUA 109.4 | Water Polo IV | SLO 2 | and aerohir canacity at an eynert level Demonstrate knowledge of the various 2016 - 2017 (Fall) Pre and Post Test strokes; freestyle, breast stroke, back stroke and butterfly as modified for | 100% of the students showed improvement Achieved Goal via a pre and post swim test. | 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 | the court of Water Polo at an expost Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students improved based on a Achieved Goal pre and post fitness test. | 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 | and aerchir canacitrust a heeinning Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast | 100% of the students improved based on a Achieved Goal pre and post swim test. | 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 | stroke hark stroke and hutterflu at a Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students improved via a pre Achieved Goal and post fitness test. | 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 | and aerohic canacity at an Demonstrate fundamental 2016 - 2017 (Fall) Pre and Post Test biomechanical knowledge of the various strokes; freestyle, breast | 100% of the students improved via a pre Achieved Goal and post swim test. | 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 | stroke hark stroke and hutterfluxt an Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students improved via a pre Achieved Goal and post fitness test. | 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 | and Jerchir canarity at an advanced Demonstrate biomechanical 2016 - 2017 (Fall) Pre and Post Test knowledge of the various strokes; freestyle, breast stroke, back stroke | 100% of the students improved via a pre Achieved Goal and post fitness test. | 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 | and hutterffv at an advanced level Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 100% of the students improved via a pre Achieved Goal and post fitness test. | 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 | and Jerchir canacity at an expert level Demonstrate fundamental 2016 - 2017 (Fall) Pre and Post Test biomechanical knowledge of the various strokes; freestyle, breast | 100% of the students improved via a pre Achieved Goal and post swim test. | 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 | stroke hark stroke and hutterflu at an Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, | 89% of the students improved via a pre and Achieved Goal post fitness test. | 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 | and aerohic canacity at a heeinning Demonstrate knowledge of various 2016 - 2017 (Fall) Pre and Post Test exercises and stroke mechanics used in swimming at a bezinnine level. | 100% of the students improved via a pre Achieved Goal and post swim test. | 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 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at an | post fitness test. | 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 2016 - 2017 (Fall) Pre and Post Test exercises used in Aqua Conditioning at an intermediate level. | 100% of the students improved via a pre Achieved Goal and post swim test. | 6 | 6 Student success confirms the merit of the current approach to this class. |
| Discipline - Aquatics | | Individual Swim Conditioning III | SLO 1 | Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at an advanced | 100% of the students improved via a pre Achieved Goal and post fitness test. | 2 | 2 Student success confirms the merit of the current approach to this class. |
| Discipline - Aquatics | | Individual Swim Conditioning III | SLO 2 | Demonstrate knowledge of various 2016 - 2017 (Fall) Pre and Post Test exercises used in Aqua Conditioning at an advanced level. | and post swim test. | 2 | 2 Student success confirms the merit of the current approach to this class. |
| Discipline - Aquatics | | Individual Swim Conditioning IV | SLO 1 | Improve body composition, range of 2016 - 2017 (Fall) Pre and Post Test motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at an expert level | and post fitness test. | 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 2016 - 2017 (Fall) Pre and Post Test exercises used in Aqua Conditioning at an expert level. | 100% of the students improved via a pre Achieved Goal and post swim test. | 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 2016 (Summer) Exam masterpieces of the period according to subject or title, artist, style, provenance and approximate date | A satisfactory number of students Achieved Goal demonstrated mastery of this goal. | 31 | 30 |
| Discipline - Art | ART 101 | Art and Architecture from the Ancient World to Medieval Times (c. 1400) | SLO 1 | movement and admitist the major 2016 - 2017 (Fall) Exam masterpieces of the period according to subject or title, artist, style, provenance and approximate date | A satisfactory number of students Achieved Goal demonstrated mastery of this goal. | 51 | 49 |

| Discipline - Art | ART 101 | Art and Architecture from the Ancient World to Medieval Times (o 1400) | SLO 2 | Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language | n 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 (o 1400) | SLO 2 | of art Critique in an original manner the form and content of a work of art using the appropriate vocabulary and language | | 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 | of art 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 | 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 (o 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 | 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 (o 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 (o 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 (o 1400) | SLO 5 c. | 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 | | 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 (o 1400) | SLO 5 c. | 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 | | 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 | Menaissance and harmine periods 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 | 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 | n 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, | 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 | nrovenance and approximate date Recognize, understand, and explain the stylistic characteristics of works of art from the 18th to 20th century in | 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 | order to place them in their art 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 | | 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. | n 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 | | 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 | the nublic Identify and create promotional materials such as a resume, written statement, hard copy and digital | 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 | nortfolios and web presence 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 | composition (design and organization) | 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 | in drawing. 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 | 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 | making approaches in drawing. 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 | 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 | in a wide ranea of media formate 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. |
| 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 | 2017 - 2018 (Fall) | Portfolio | Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current methodologies. |
| Discipline - Art | ART 202 | Drawing and Composition II | SLO 5 | contemporary developments, trends, | 2017 - 2018 (Fall) | Portfolio | with an average of 89%. Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current methodologies. |
| Discipline - Art | ART 202 | Drawing and Composition II | SLO 6 | materials, and approaches in drawing. Develop and express ideas and concepts through verbal and visual | 2017 - 2018 (Fall) | Portfolio | with an average of 89%. Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current approaches. |
| Discipline - Art | ART 206 | Figure Drawing and Portraiture | SLO 1 | means. 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 | with an average of 89%. 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 | 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 | 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 | 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 | 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 | | 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 | | 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 | 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: | | 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 | 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 | 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 | historical, contemporary, and critical | 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 | | 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 | 2016 - 2017 (Spring) | Portfolio | 100% successful | Achieved Goal | 1 | 1 Confirmed the merits of the current approaches. |
| Discipline - Art | ART 214 | Color | SLO 1 | observation and from memory Discriminate variations in colors with extreme visual sensitivity to the optical | | Portfolio | 95% successful | Achieved Goal | 23 | 23 Confirmed the merits of the current approaches. |
| Discipline - Art | ART 214 | Color | SLO 2 | effects of color relativity. 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 | 2017 - 2018 (Fall) | Portfolio | 95% successful | Achieved Goal | 23 | 23 Confirmed the merits of the current approaches. |
| Discipline - Art | ART 214 | Color | SLO 4 | professional artists. Apply the theoretical process of mixing | 2017 - 2018 (Fall) | Portfolio | 95% successful | Achieved Goal | 23 | 23 Confirmed the merits of the current approaches. |
| Discipline - Art | ART 214 | Color | SLO 5 | any color in a wet medium. Create both harmonies and discords in color and discern the expressive and | 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 | informative value of both. Create paintings that evince a working knowledge of the physical properties | 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 | of oil painting materials. 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 2017 surfaces and supports. | 7 - 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 | manipulation of mark, color, value, | 7 - 2018 (Fall) | Portfolio | 100% | Achieved Goal | 11 | 11 Confirmed the merits of the current approaches. |
| Discipline - Art | ART 223 | Oil Painting I | SLO 6 | and composition. Examine and describe historical and 2017 contemporary developments, trends, | 7 - 2018 (Fall) | Portfolio | 100% | Achieved Goal | 11 | 11 Confirmed the merits of the current approach. |
| Discipline - Art | ART 223 | Oil Painting I | SLO 7 | materials, and approaches in painting. Assess and critique paintings in group, 2017 individual, and written contexts using relevant critique formats, concepts | 7 - 2018 (Fall) | Portfolio | 100 | Achieved Goal | 11 | 11 Confirmed the merits of the current approach. |
| Discipline - Art | ART 223 | Oil Painting I | SLO 8 | and terminology Safely handle and use studio painting 2017 materials and equipment. | 7 - 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 2017 based upon light theory, color, | 7 - 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 | composition and drawine. Understand and implement the 2017 construction and methodology of oil painting, including supports, grounds, mediums, solvents, brushes and paint | 7 - 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 2017 painting techniques including underpainting (grisaille and wipe-out | 7 - 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 | understanding of art history and how it relates to oil painting, their own painting and various contemporary | 7 - 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 2017 "eye" through individual and group | 7 - 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 | critiques. Make choices and decisions about his 2017 or her personal direction and voice as | 7 - 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 | an artist. Use painting as a critical thinking tool 2017 to examine, observe, discover and create what was previously unseen or | 7 - 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 | unknown about themselves art and Create paintings that evince a working 2017 knowledge of the physical properties | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 10 | 10 Confirmed the merits of current approaches. |
| Discipline - Art | ART 225 | Acrylic Painting I | SLO 2 | of acrvlic painting materials. Organize and apply the basic formal elements and principles of design in | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 10 | 10 Confirmed the merits of current approaches. |
| Discipline - Art | ART 225 | Acrylic Painting I | SLO 3 | paintines. Apply the principles of perceptually 2017 and theoretically based color theory to painting projects. | 7 - 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 2017 surfaces and supports. | 7 - 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 | | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 10 | 10 Confirmed the merits of current approaches. |
| Discipline - Art | ART 225 | Acrylic Painting I | SLO 6 | manipulation of mark, color, value, and composition. Examine and describe historical and 2017 contemporary developments, trends, | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 10 | 10 Confirmed the merits of current approaches. |
| Discipline - Art | ART 225 | Acrylic Painting I | SLO 7 | materials, and approaches in painting. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 10 | 10 Confirmed the merits of current approaches. |
| Discipline - Art | ART 225 | Acrylic Painting I | SLO 8 | and terminology Safely handle and use studio painting 2017 | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 10 | 10 Confirmed the merits of current approaches. |
| Discipline - Art | ART 226 | Acrylic Painting II | SLO 1 | materials and equipment. Construct acrylic paintings using 2017 supports, grounds, mediums, brushes | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 4 | 4 Confirmed the merits of current approaches. |
| Discipline - Art | ART 226 | Acrylic Painting II | SLO 2 | and paints with increased technical Create a portfolio of acrylic paintings 2017 based on an understanding of light | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 4 | 4 Confirmed the merits of current approaches. |
| Discipline - Art | ART 226 | Acrylic Painting II | SLO 3 | theory. color. composition and Paint mixed media collage 2017 compositions using acrylic mediums. | 7 - 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 2017 own artwork and that of their peers | 7 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 4 | 4 Confirmed the merits of current approaches. |
| Discipline - Art | ART 226 | Acrylic Painting II | SLO 5 | and professional artists. Identify and create paintings based on 2017 an underlying abstract structure. | 7 - 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 2016 knowledge of the physical properties (Sprin of watercolor painting materials. | | Portfolio | 94% successful | Achieved Goal | 13 | 13 Confirmed the merits of the current approach. |
| | | | | | | | | | | |

| Discipline - Art | ART 231 | Watercolor I | SLO 2 | elements and principles of design in | 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 | and theoretically based color theory to | 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 | | 2016 - 2017 | Portfolio | 100% successful | Achieved Goal | 13 | 13 Confirmed the merits of the current approach. |
| Discipline - Art | ART 231 | Watercolor I | SLO 5 | manipulation of mark, color, value, | (Spring) 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 | contemporary developments, trends, | 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 | materials. and approaches in painting. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology | | Portfolio | 94% successful | Achieved Goal | 13 | 13 Confirmed the merits of the current approach. |
| Discipline - Art | ART 231 | Watercolor I | SLO 8 | | 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 | | 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 | 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 | 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. | | 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 | 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 | and creation unique nersonal Gain experience in the use of various acrylic polymer mediums, including gloss and matte medium and varnish, modeling/molding naste, gel and | 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 | | 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 | | 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) | | 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 formats | 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 | 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 | 2017 - 2018 (Fall) | Portfolio | This section had 0 enrollment for fall 2017 semester | Inconclusive | 0 | Suggests a need to encourage students to continue painting after Acrylic III. |
| Discipline - Art | ART 252 | Acrylic Painting IV | SLO 2 | | 2017 - 2018 (Fall) | Portfolio | This section had 0 students enrolled for fall 2017. | Inconclusive | 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 | 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 | 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 | 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 | 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 | 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 | 17 |
| Discipline - Art | ART 353 | Advanced Black and White Photography | SLO 3 | | 2016 - 2017 (Fall) | Assignment/Project | 70% success rate for those students choosing to work in the studio. Most need | Inconclusive | 7 | 5 |
| Discipline - Art | ART 353 | Advanced Black and White | SLO 4 | | 2016 - 2017 (Fall) | Assignment/Project | more than one session to develop greater 95% success. They have developed film | Achieved Goal | 20 | 19 |
| Discipline - Art | ART 353 | Photography Advanced Black and White | SLO 5 | processing. Create a portfolio of well-crafted B&W | 2016 - 2017 (Fall) | Portfolio | development skills in the prerequisite 85% of the class produced a portfolio of | Achieved Goal | 20 | 17 |
| Discipline - Art | ART 383 | Photography Intermediate Digital Photography | SLO 1 | photographs. Create an original photographic portfolio. | 2016 - 2017 (Fall) | Portfolio | well crafted photographs. 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. |
| 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 | 18 Continue the 2 suite assignment structure. |
| Discipline - Art | ART 383 | Intermediate Digital Photography | SLO 3 | Demonstrate a clear artistic | 2016 - 2017 (Fall) | Portfolio | 80% success rate. | Achieved Goal | 20 | 16 |
| Discipline - Art | ART 383 | Intermediate Digital Photography | SLO 4 | perspective. 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. |
| 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 | 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 | 2016 - 2017 (Fall) | Portfolio | 90% success rate | Achieved Goal | 20 | 18 |
| Discipline - Art | ART 384 | Advanced Digital Photography | SLO 3 | darkroom to produce a professional Demonstrate a clear artistic | 2016 - 2017 (Fall) | | | Achieved Goal | 20 | 20 |
| Discipline - Art | ART 384 | Advanced Digital Photography | SLO 4 | perspective. Critically examine and evaluate their work and the work of others. | 2016 - 2017 (Fall) | Essay | classes to develop artistic perspective. 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. |
| 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 |
| Discipline - Art | ART 388 | Master Photography Portfolio | SLO 2 | • | 2016 - 2017 (Fall) | Portfolio | profeciency and continue towards mastery. 100% Advanced students who take this course have developed profeciency and | Achieved Goal | 1 | 1 |
| Discipline - Art | ART 388 | Master Photography Portfolio | SLO 3 | Develop an artistic statement to support their portfolio. | 2016 - 2017 (Fall) | | continue towards mastery. 100% Advanced students who take this course have developed profeciency and | Achieved Goal | 1 | 1 |
| Discipline - Art | ART 388 | Master Photography Portfolio | SLO 4 | Create multiple methods of presenting their portfolio. | 2016 - 2017 (Fall) | Portfolio | continue towards masterv. 100% success. They have developed the digital skills to record and display their | Achieved Goal | 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 | nortfolios in a professional manner. 100% were able to write museum report on a photographer of their own choice. | Achieved Goal | 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 | 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; | 2016 - 2017 (Fall) | Portfolio | the project's photographs 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 | work, the work of their peers and the | 2016 - 2017 (Fall) | Assignment/Project | 100% | Achieved Goal | 2 | 2 |
| Discipline - Art | ART 398 | Documentary Photography 3 | SLO 3 | work of professional photographers. 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 remanning" and if done invalidates the | 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) | | | Achieved Goal | 5 | 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 | 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 | express multiple points of view 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 | 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 | truthful photocraphy 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 messanse | | 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 | | 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 | 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, | | Portfolio | 10 of 11 completed work | Achieved Goal | 11 | 10 student success was good |
| Discipline - Art | ART 405 | Sculpture I | SLO 3 | | 2016 - 2017 (Spring) | Portfolio | 10 of 11 completed work | Achieved Goal | 11 | 10 |
| Discipline - Art | ART 405 | Sculpture I | SLO 4 | principles of design and visual Create sculptural works that demonstrate understanding of representational, abstract, non- | 2016 - 2017 (Spring) | | 10 of 11 | Achieved Goal | 11 | 10 |
| Discipline - Art | ART 405 | Sculpture I | SLO 5 | enhiertive or concentual imagery: 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, | | Survey | 8 of 11 completed the course and passed the class. | Achieved Goal | 11 | 8 |
| Discipline - Art | ART 405 | Sculpture I | SLO 7 | | 2016 - 2017 | Survey | all student used tools safely. no injuries. | Achieved Goal | 11 | 11 |
| Discipline - Art | ART 406 | Sculpture II | SLO 1 | equipment. Complete a sculpture by constructing or eliminating material of student's choice. Examples of media are wood, metal stone | (Spring) 2016 - 2017 (Spring) | Assignment/Project | three completed the work. I am waiting to see the fourths work. | Achieved Goal | 4 | 3 |
| Discipline - Art Discipline - Art | ART 406 ART 409 | Sculpture II Extended Expertise | SLO 2 SLO 1 | advanced level than what is required | 2016 - 2017 | Assignment/Project Assignment/Project | 3 Of completed the work 100% | Achieved Goal Achieved Goal | 4 2 | 3 2 |
| Discipline - Art | ART 409 | Sculpture III Extended Expertise | SLO 2 | in Art 406. Demonstrate the ability to work with a second medium at an intermediate or advanced level. | | 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 | 2016 - 2017 | Other | 3 of 6 showed work | Achieved Goal | 6 | 3 |
| Discipline - Art | ART 411 | Ceramics I | SLO 1 | or public setting. Differentiate clay varieties and ceramic processes | (Spring) 2016 - 2017 (Spring) | Portfolio | completed projects | Achieved Goal | 15 | 14 |
| | | | | | | | | | | |

| Discipline - Art | ART 411 | Ceramics I | SLO 2 | coil, soft slab, hard slab and throwing | 2016 - 2017 (Spring) | Portfolio | completed works | Achieved Goal | 15 | 14 |
|------------------------|----------|---|-------|--|---------------------------|---------------------|---|---------------|----|--|
| Discipline - Art | ART 411 | Ceramics I | SLO 3 | techniques Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating | 2016 - 2017 (Spring) | Portfolio | did project. | Achieved Goal | 15 | 14 |
| Discipline - Art | ART 411 | Ceramics I | SLO 4 | Produce and apply surface treatment | | Assignment/Project | all completed work | Achieved Goal | 15 | 15 |
| Discipline - Art | ART 411 | Ceramics I | SLO 5 | to a variety of different forms Examine and describe historical and | (Spring) 2016 - 2017 | Essay | Completed written assignment | Achieved Goal | 15 | 14 |
| Discipline - Art | ART 411 | Ceramics I | SLO 6 | contemporary developments, trends, materials. and approaches in ceramics Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts | 2016 - 2017 | Discussion | all student participated | Achieved Goal | 15 | 14 |
| Discipline - Art | ART 411 | Ceramics I | SLO 7 | and terminology Safely handle and use all studio | 2016 - 2017 | | no serious accidents | Achieved Goal | 15 | 15 |
| Discipline - Art | ART 412 | Ceramics II | SLO 1 | equipment, tools, and materials Experiment with glazes (various | (Spring) 2016 - 2017 | Presentation/Perfor | 12 Of 12 completed at least one blaze test | Achieved Goal | 12 | 12 |
| Discipline - Art | ART 412 | Ceramics II | SLO 2 | ceramic chemicals). Demonstrate ability manipulate | (Spring) 2016 - 2017 | mance Portfolio | 11 of 12 completed enough to pass class | Achieved Goal | 12 | 11 |
| Discipline - Art | ART 412 | Ceramics II | SLO 3 | material to form cohesive clay objects. Apply glazes in an affective and (or) | (Spring) 2016 - 2017 | Portfolio | 11 of 12 completed required work to the | Achieved Goal | 12 | 11 |
| Discipline - Art | ART 417 | Ceramics Glaze | SLO 1 | aesthetic manner. Articulate, orally and/or in writing, | (Spring) 2016 - 2017 | Portfolio | standard required good student finish all assignments | Achieved Goal | 1 | 1 |
| | | | | interpretations of the ceramic surface viewed as an alternative method of communication, principally as expressions of self, personal | | | | | | |
| 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 demonstate the skills | 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 | 2016 - 2017 | Discussion | 100% participation. | Achieved Goal | 17 | 17 |
| Discipline - Astronomy | ASTR 200 | Introduction to Astrophysics | SLO 1 | a written or oral format. 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) | | 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 | 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) | | corrective some in great detail 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 | | 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. |

| | | | transit coinciding with the class time. | | | 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 SLO 4 Collect spectroscopic data for an and expand CSM Stellar Spectra Catalog. | alysis 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 Hilfles, and hope | | 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 relative structure and function at all biolevels, nolecular, cellular, itsue organ, organismal, population, community, and ecosystem. | ogical | 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 relat structure and function at all biol levels, molecular, cellular, itsue organ, organismal, population, | ogical (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 evolu- | | 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 differen levels, from metabolism to evol | | 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 t scientific method in investigatio biological phenomena, and in th | ne 2016 - 2017 (Fall) ns of e | Exam | Based on the average scores from 5 online exams (>70% of students that scored more than 70%) | Achieved Goal | 22 | 18 |
| Pavaluation of current iscues in h Discipline - Biology BIOL 100 Introduction to the Life Sciences SLO 3 Understand the application of til scientific method in investigation biological phenomena, and in th | ne 2016 - 2017 ns of (Spring) e | 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 life organisms, and in the completion | 2016 - 2017 (Fall) ring | 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 Ir orransms. and in the combetion | 2016 - 2017 ring (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 organ | 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 organ | 2016 - 2017 isms. (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 SLO 1 Explain the fundamental import of land and other natural resources. Such as a conservation conservation conservation conservation. | ance 2016 - 2017 | Survey | This objective is successful. | Achieved Goal | 28 | 25 |
| Discipline - Biology BIOL 102 Environmental Science and SLO 1 Explain the fundamental import of land and other natural resour conservation conservation. | | 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 SLO 2 Discuss scientific principles as the Conservation pertain to conservation of land other natural resources. | | Exam | of limited (CL) and the day and 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 SLO 2 Discuss scientific principles as th pertain to conservation of land other natural resources. | | 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 SLO 3 Explore how to acquire an ethic responsible use of land and other natural resources. | | 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 SLO 3 Explore how to acquire an ethic responsible use of land and other and activities of the standard science and successful and activities of the standard resources. | | 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 SLO 4 Possess knowledge or skills relat the sustainable development of and other natural resources. | | 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 SLO 4 Possess knowledge or skills real the sustainable development of and other natural resources. | | 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 underlie all of biology. | n that 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 | | 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 Canwas, 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 | | 59 | 57 |
| Discipline - Biology | BIOL 110 | General Principles of Biology | SLO 2 | Describe relationships and dynamics in ecosystems. | 2016 - 2017 (Fall) | Other | nammal of netter the five Bio 110 StOs were assessed by an online exit quiz on Canwas, with two questions for each StO. To successfully meet/achieve the StO, 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 | he five Bio 110 SLOs were assessed by an online exit quiz on Canwas, 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 Canwas, 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 | | 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 souccessfully 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% | 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 | or hisher (Cl. The five Bio 110 SLOs were assessed by an online exit quiz on Canwas, 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 | | 59 | 57 |

| Discipline - B | Biology BIO | DL 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 - B | Biology BIO | DL 110 | General Principles of Biology | SLO 4 | | 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 - B | Biology BIO | L 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 - B | Biology BIO | L 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 - B | BIO BIO | L 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 |
| Discipline - B | Biology BIO | DL 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 - B | Biology BIO | OL 110 | General Principles of Biology | SLO 5 | | 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 - B | Biology BIO | L 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 |
| Discipline - B | BIO BIO | DL 110 | General Principles of Biology | SLO 5 | | 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 - B | Biology BIO | L 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 - B | Biology BIO | L 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 - B | Biology BIO | L 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 - B | Biology BIO | L 130 | Human Biology | SLO 4 | | 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 - B | Biology BIO | L 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 - B | Biology BIO | L 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 - B | Biology BIO | L 145 | Plants, People, and Environment | SLO 1 | relationship to function at all levels, cellular, tissue, organ, population, | 2016 - 2017 (Spring) | Exam | SLO achieved by students passing the class with C or better | Achieved Goal | 17 | 14 |
| Discipline - B | Biology BIO | IL 145 | Plants, People, and Environment | SLO 2 | community and ecosystem 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 construct continue. | 2016 - 2017 (Fall) | Other | Students achieved SLO | Achieved Goal | 25 | 21 Students who completed the class met this SLO. |
| Discipline - B | Biology BIO | L 145 | Plants, People, and Environment | SLO 2 | Explain the role of plants in the | 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. | s, 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. | s, 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 level from plant metabolism to evolution. | s, 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. | s, 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. | | 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 | 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 | completing course assignments Use critical thinking and logical reasoning skills in the study of plants, and be able to follow directions when completing course assignments. | | 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 | | 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 | completing course assignments Apply the scientific method to investigate biological phenomena, and evaluate current issues related to | | 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 d (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 | | | 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 custolated by use of partial progress. | 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. | | | 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 roncents and | | 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 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. |

| 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. | | 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 | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO 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 | 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 | | 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 | | 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 | | 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 | | 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 | | 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 | 2016 - 2017 (Fall) | Exam | | 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 | 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 | 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 | | | Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C | Achieved Goal | 52 | 46 Assess SLO in next cycle |
|----------------------|----------|---------------------------|-------|--|--------------------|-----------------------------|---|---------------|----|---|
| Discipline - Biology | BIOL 230 | Introductory Cell Biology | SLO 1 | tructures Describe and relate the origin of life 2016 and subsequent evolution of organelle (Sprir structure and function in prokaryotic and eukaryotic cells, including landmark experiments. | | Other | I 70%L or hetter and sucressfulls achieved 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 (Sprir molecules. | | 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 2016 metabolic processes of respiration, (Sprin photosynthesis and eukaryotic cell cycle. | | | 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, 2016 synthesis of nucleic acids and proteins, (Sprir including major experimental techniques. | | | 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 earmed 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 2016 classical/Mendelian Genetics to (Sprin problems in genetics or biotechnology. | | | 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 2016 eukaryotic gene regulation and signal (Sprir transduction. | | | 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 2016 objective investigation of cell biology (Sprin phenomena and a scientific approach to investigating cells. | | | 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 2016 biology phenomena in writing. (Sprir | | 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 2016 understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and the polyropment | 6 - 2017 (Fall) E | | 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 | the environment Demonstrate an understanding of the cell structure, genetic and metabolic characteristics and ecology of the various groups of microbes. | 6 - 2017 (Fall) Ex | | 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. |
| Discipline - Biology | BIOL 240 | General Microbiology | SLO 3 | techniques appropriate to microbiology and ability to organize qualitative and quantitative data into | | resentation/Perfor nance | of exam questions that were averaged 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 a septic technique is the most critical to success in a microbiology lab. |
| Discipline - Biology | BIOL 240 | General Microbiology | SLO 4 | a laboratory report Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications. | 6 - 2017 (Fall) E | | 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 nomal functioning relate to clinical issues. | 2016 - 2017 (Fall) | Presentation/Perfor mance | Based on presentations of clinical anatomy topics | Achieved Goal | 34 | 33 |
| Discipline - Biology | BIOL 260 | Human Physiology | SLO 2 | functioning relater of united issues. Describe cellular activity using chemical and physical principles. | 2016 - 2017 (Spring) | Exam | topics. 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 that 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 | 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. | | 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 | | 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 | 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 | see program review | 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 | 2016 - 2017 | Assignment/Project | Students track a publicly-traded company | Achieved Goal | 139 | 135 Project successful. Utilize daily market/news |
| Discipline - Business | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial markets. | (Spring) 2017 (Summer) | Assignment/Project | all semester and across multiple Tracked an equity throughout semester. Daily evaluation of financial markets. | Achieved Goal | 30 | analysis. 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 | 2017 - 2018 (Fall) | Assignment/Project | Students track a public company | Achieved Goal | 160 | 155 Further coordinate with new Financial Management |
| Discipline - Business | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial | 2017 - 2018 (Fall) | Survey | throughout semester, analyze org. see program review | Achieved Goal | 154 | class. 135 |
| Discipline - Business | BUS. 100 | Contemporary American Business | SLO 4 | markets. 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 | 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 | a marketing mix. 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 | 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/Perfor mance | 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 | 2017 (Summer) | Presentation/Perfor mance | 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 | presentation. Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) | Presentation/Perfor mance | 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 | 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. Corrdinate 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 135 |
| Discipline - Business | BUS. 150 | Small Business Management | SLO 1 | business. 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 | | 2016 - 2017 (Spring) | Assignment/Project | | 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-disctict pitch-deck competition. Increase coordination with Business Club and SBDC. |
| Discipline - Business | BUS. 150 | Small Business Management | SLO 4 | | 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 | t 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 acticulate 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 | t 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 difference of the self-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 Assessmen | t 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 resons 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. | | 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 she did not meet the criteria of using current guidelines for effective resume writing. | | 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Discipline - Chemistry | CHEM 210 | General Chemistry I | SLO 2 | classifications of matter. Understand and use scientific | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Discipline - Chemistry | CHEM 210 | General Chemistry I | SLO 3 | measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Discipline - Chemistry | CHEM 210 | General Chemistry I | SLO 4 | structure and the associated Competently perform experiments | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Discipline - Chemistry | CHEM 220 | General Chemistry II | SLO 1 | and evaluate data obtained from Demonstrate an understanding of the basic principles of chemical reactions | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Discipline - Chemistry | CHEM 220 | General Chemistry II | SLO 2 | and reaction processes through evalanations and annonrate Demonstrate an understanding of the energy associated with chemical reactions through explanations and | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Discipline - Chemistry | CHEM 220 | General Chemistry II | SLO 3 | appropriate calculations Demonstrate a basic knowledge of atomic and molecular stability and the | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 11 |
| Discipline - Chemistry | CHEM 410 | Health Science Chemistry I | SLO 1 | formation of various stable products through evaluations and ammoniate At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the | | Survey | see program review | Achieved Goal | 39 | 39 |
| Discipline - Chemistry | CHEM 410 | Health Science Chemistry I | SLO 2 | various states they exist in 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 | | Survey | see program review | Achieved Goal | 39 | 39 |
| Discipline - Chemistry | 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 ofter be given to examples that directly | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 39 | 38 |
| Discipline - Chinese | CHIN 111 | Elementary Chinese I | SLO 1 | Master the pinyin phonetic system. Conduct oral communications with | 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 | accurate pronunciation and Master the pinyin phonetic system. Conduct oral communications with | 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 | accurate pronunciation and Understand short dialogues and narratives on daily life situations introduced in the textbook 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 | cundementary material Comprehend simple reading texts on personal and social matters. Use basic reading strategies to identify categories, main ideas, organizations, and specific details | | 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 | radicals. Write traditional characters, comprehend corelational simplified characters. Employ basic sentence structures and vocabulary, produce | ll) Assignment/Project | t Most of the students assessed met the SLO | l. 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 | ll) Assignment/Project | t Most of the students assessed met the SLO | . Achieved Goal | 34 | 32 |
| Discipline - Chinese | CHIN 121 | Advanced Elementary Chinese I | SLO 2 | | II) Assignment/Project | t 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 2016 - 2017 (Fr and social matters, such as letters, diaries, stories, advertisements. Use basic reading strategies to identify categories, main ideas, organizations, | II) Assignment/Project | t Most of the students assessed met the SLO | . Achieved Goal | 34 | 31 |
| Discipline - Chinese | CHIN 121 | Advanced Elementary Chinese I | SLO 4 | | II) Assignment/Project | t 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 2016 - 2017 (Ficultural norms and customs, comparing and contrasting them with mainstream norms and customs in the United States (Fultural) | II) Assignment/Project | t 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 2016 - 2017 (For communication skills on conversations with accurate pronunciation and | ll) Assignment/Project | t All the students assessed met the SLO. | Achieved Goal | 10 | 10 |
| Discipline - Chinese | CHIN 122 | Advanced Elementary Chinese II | SLO 2 | intonation in everyday situations Listening: Demonstrate understanding 2016 - 2017 (Fi of dialogues and narratives on daily | II) Assignment/Project | t All of the students assessed met the SLO. | Achieved Goal | 10 | 10 |
| Discipline - Chinese | CHIN 122 | Advanced Elementary Chinese II | SLO 3 | with idiomatic usage on personal and social matters. Use basic reading strategies to identify categories, main | II) Assignment/Project | t All of the students assessed met the SLO. | Achieved Goal | 10 | 10 |
| Discipline - Chinese | CHIN 122 | Advanced Elementary Chinese II | SLO 4 | ideas organizations and specific Writing: Master commonly used 2016 - 2017 (Fi 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 | ll) Assignment/Project | t 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 2016 - 2017 (For of China, Chinese daily life and cultural aspects. | II) Assignment/Project | t All of the students assessed met the SLO. | Achieved Goal | 10 | 10 |
| Discipline - Chinese | CHIN 211 | Colloquial Chinese I, Elementary | SLO 1 | | II) Assignment/Project | t All of the students assessed met the SLO. | Achieved Goal | 9 | 9 |
| Discipline - Chinese | CHIN 211 | Colloquial Chinese I, Elementary | SLO 2 | | II) Assignment/Project | t Most of the students assessed met the SLO | . Achieved Goal | 9 | 8 |
| Discipline - Chinese | CHIN 211 | Colloquial Chinese I, Elementary | SLO 3 | | II) Assignment/Project | t 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 2016 - 2017 (Fi | II) Assignment/Project | t All of the students assessed met the SLO. | Achieved Goal | 9 | 9 |
| Discipline - Chinese | CHIN 211 | Colloquial Chinese I, Elementary | SLO 5 | | II) Assignment/Project | t 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 specific nurnose | Presentation/Performance | r 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 specific numose | ll) Assignment/Project | t 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 specific number | Presentation/Performance | r 2.9 | Achieved Goal | 162 | 136 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 2 | Incorporate research, sound reasoning 2016 - 2017 and evidence that support claims they (Spring) make in their presentations of speeches and outlines | Presentation/Performance | r 2.6 | Achieved Goal | 120 | 114 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 2 | Incorporate research, sound reasoning 2017 - 2018 (For and evidence that support claims they make in their presentations of | ll) Assignment/Project | t program review | Achieved Goal | 29 | 23 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 2 | snearches and nutlines Incorporate research, sound reasoning 2018 - 2019 and evidence that support claims they (Spring) make in their presentations of snearches and nutlines | 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 | | Essay | 3.2 | Achieved Goal | 120 | 106 |
|---------------------------------------|----------|-----------------------------|-------|--|-------------------------|------------------------------|----------------|---------------|-----|-----|
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 3 | listeners. Demonstrate that they are careful and critical thinkers both as speakers and | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 22 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 3 | listeners. Demonstrate that they are careful and critical thinkers both as speakers and | 2018 - 2019 (Spring) | Essay | 3.85 | Achieved Goal | 162 | 162 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 4 | listeners. Adapt their presentations to the audience based on situational, | 2016 - 2017 (Spring) | Exam | 3.3 | Achieved Goal | 120 | 117 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 4 | demographics. and psychological Adapt their presentations to the audience based on situational, demographics, and psychological | 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/Perfor mance | 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 | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 22 |
| Discipline - Communication Studies | COMM 110 | Public Speaking | SLO 6 | communication Explain the basic principles of communication, and apply selected theories of rhetoric and/ or | 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/Perfor mance | 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/Perfor mance | 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/Perfor mance | 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 | | 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 | | 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/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |

| Discipline - Commur Studies | nication COMM 1 | 30 Interpersonal Com | munication | SLO 6 | Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
|--------------------------------|-----------------|------------------------|------------|-------|--|-------------------------|---------------------------|----------------|---------------|----|----|
| Discipline - Commur Studies | nication COMM 1 | 30 Interpersonal Com | munication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2018 - 2019 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 31 | 28 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 1 | resolution methods Exhibit effective problem-solving communication skills | 2016 - 2017 (Spring) | Assignment/Project | 3.4 | Achieved Goal | 20 | 20 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 1 | Exhibit effective problem-solving communication skills | 2018 - 2019 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 48 | 48 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 2 | Demonstrate the ability to discover, critically evaluate and accurately | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 20 | 20 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 2 | report information Demonstrate the ability to discover, critically evaluate and accurately | 2018 - 2019 (Spring) | Exam | 3.2 | Achieved Goal | 48 | 48 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 3 | report information Engage in sound reasoning to reach a well-reasoned decision | 2016 - 2017 (Spring) | Assignment/Project | 3.4 | Achieved Goal | 20 | 20 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 3 | Engage in sound reasoning to reach a well-reasoned decision | 2018 - 2019 (Spring) | Assignment/Project | 3.4 | Achieved Goal | 48 | 48 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 4 | Organize presentations effectively | 2016 - 2017 (Spring) | Essay | 3.1 | Achieved Goal | 20 | 18 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 4 | Organize presentations effectively | 2018 - 2019 (Spring) | Assignment/Project | 3.7 | Achieved Goal | 48 | 48 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 5 | Demonstrate ability to effectively prepare for and deliver presentations within small group settings | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.3 | Achieved Goal | 20 | 18 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 5 | Demonstrate ability to effectively prepare for and deliver presentations | 2018 - 2019 (Spring) | Assignment/Project | 3 | Achieved Goal | 48 | 48 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 7 | within small group settings Demonstrate effective listening skills in various settings | 2016 - 2017 (Spring) | Essay | 3.5 | Achieved Goal | 20 | 18 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 7 | Demonstrate effective listening skills in various settings | 2018 - 2019 (Spring) | Assignment/Project | 3.85 | Achieved Goal | 48 | 48 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 8 | Adapt communication strategies to fit the audience and situation; and present their views with persuasive | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.4 | Achieved Goal | 20 | 18 |
| Discipline - Commur Studies | nication COMM 1 | 40 Small Group Comm | nunication | SLO 8 | Adapt communication strategies to fit the audience and situation; and present their views with persuasive | 2018 - 2019 (Spring) | Presentation/Perfor mance | 3.8 | Achieved Goal | 48 | 47 |
| Discipline - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | 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 - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | 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 - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | 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 - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | 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 - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | 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 - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | SLO 3 | (Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and | 2016 - 2017 (Spring) | Exam | 4 | Achieved Goal | 10 | 10 |
| | | | | | covert cultural behaviors that manifes in the form of prejudice, | t | | | | | |
| Discipline - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | SLO 3 | (Showing an increased awareness of factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifes in the form of prejudice, | (Spring) | Assignment/Project | 3.05 | Achieved Goal | 36 | 34 |
| Discipline - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | SLO 4 | Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural | (Spring) | Assignment/Project | 3.7 | Achieved Goal | 10 | 10 |
| Discipline - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | SLO 4 | identity, and discriminatory Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural | (Spring) | Essay | 3.4 | Achieved Goal | 36 | 35 |
| Discipline - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | SLO 5 | identity and discriminatory Demonstrate proficiency in effective intercultural communication skills | 2016 - 2017 (Spring) | Assignment/Project | 3.8 | Achieved Goal | 10 | 10 |
| Discipline - Commur Studies | nication COMM 1 | 50 Intercultural Comm | nunication | SLO 5 | Demonstrate proficiency in effective intercultural communication skills | 2018 - 2019 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 35 |
| Discipline - Commur Studies | nication COMM 1 | 70 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, | 2018 - 2019 (Spring) | Essay | 2.9 | Achieved Goal | 24 | 24 |
|--|----------|--|-------|---|---------------------------|------------------------------|---|---------------|-----|---|
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 2 | short story, drama Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence | | Presentation/Perfor mance | 2.9 | Achieved Goal | 10 | 9 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 2 | that support claims advanced in the Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence | 2018 - 2019 (Spring) | Essay | 3.5 | Achieved Goal | 24 | 24 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 3 | that support claims advanced in the Develop a workable script for performance that includes an effective | 2016 - 2017 | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 9 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 3 | introduction and transitions Develop a workable script for performance that includes an effective | 2018 - 2019 (Spring) | Essay | 3.7 | Achieved Goal | 24 | 23 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 4 | introduction and transitions Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or | | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 8 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 4 | her understanding of the text to an Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or | | Presentation/Perfor mance | 3.0 | Achieved Goal | 24 | 24 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 5 | her understanding of the text to an Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, | 2016 - 2017 (Spring) | Essay | 2.6 | Achieved Goal | 10 | 7 |
| Discipline - Communication Studies | COMM 170 | Oral Interpretation I | SLO 5 | and classmates' nerformances Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, | 2018 - 2019 (Spring) | Essay | 3.88 | Achieved Goal | 24 | 24 |
| Discipline - Communication Studies | COMM 171 | Oral Interpretation II | SLO 1 | and classmates' performances 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 | | Essay | 3.5 | Achieved Goal | 1 | 1 |
| Discipline - Communication Studies | COMM 171 | Oral Interpretation II | SLO 3 | that support claims advanced in the Develop a workable script for performance that includes an effective introduction and transitions | 2018 - 2019 e (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 | | Presentation/Perfor mance | 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. | | 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 studends 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. | | 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 | | 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 homwork 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 wll. 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 | 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 | correctly. 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. | | 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 students16 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. | | 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 |
| 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 3/10/17 | 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 | 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 | asynchronously from the server. 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 |
| Discipline - Computer and Information Science | CIS 114 | JavaScript/Ajax Programming | SLO 5 | Explain JavaScript design patterns and illustrate how they are used to create | 2016 - 2017 (Fall) | Exam | 5/26/17 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 | various applications. Explain JavaScript design patterns and illustrate how they are used to create various applications. | | Assignment/Project | 14 out of 14 students answered the question correctly 100% of the students met the criterion 5/76/17 | 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 | | 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 | 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 | 5/19/17 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 quanitify 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 quanitify 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. |
| | CIS 117 | Python Programming Python Programming | SLO 1 | | | | | Achieved Goal Achieved Goal | | |
| Information Science | | | | publishing on the Web. | 2016 (Summer) | Assignment/Project | implemented a basic web crawler to search and quanitify data. | | 31 | satisfying project completion. |
| Information Science Discipline - Computer and Information Science | CIS 117 | Python Programming | SLO 2 | publishing on the Web. Employ control structures, functions, and arrays to create Python programs. | 2016 (Summer) - 2016 - 2017 | Assignment/Project | implemented a basic web crawler to search and quantitify data. Projects 1, 2, 3 support SLO 2. | Achieved Goal | 31 | satisfying project completion. |
| Information Science Discipline - Computer and Information Science Discipline - Computer and | CIS 117 | Python Programming | SLO 2 | publishing on the Web. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, | 2016 (Summer) 2016 - 2017 . (Spring) 2017 - 2018 (Fall) | Assignment/Project Assignment/Project | implemented a basic web crawler to search and quantity data. Projects 1, 2, 3 support SLO 2. SLO satisfied. Students designed and implemented a password verification application. | Achieved Goal | 31 20 | satisfying project completion. 30 20 Early Python learning laid down the foundation to |
| Information Science Discipline - Computer and Information Science Discipline - Computer and Information Science Discipline - Computer and Discipline - Computer and | CIS 117 | Python Programming Python Programming | SLO 2 SLO 2 | publishing on the Web. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and | 2016 (Summer) 2016 - 2017 (Spring) 2017 - 2018 (Fall) | Assignment/Project Assignment/Project Assignment/Project | implemented a basic web crawler to search and quantify data. Projects 1, 2, 3 support SLO 2. SLO satisfied. Students designed and implemented a password verification application. SLO satisfied. Students designed and implemented a dictionary of identifiers | Achieved Goal | 31 20 20 | satisfying project completion. 30 20 Early Python learning laid down the foundation to expand into more advanced Python solutions. 19 Early Python learning laid down the foundation to |
| Information Science Discipline - Computer and Information Science | CIS 117 CIS 117 CIS 117 | Python Programming Python Programming Python Programming | SLO 2 SLO 2 SLO 2 | Employ control structures, functions, and arrays to create Python programs Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. | 2016 (Summer) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project | implemented a basic web crawler to search and quantify data. Projects 1, 2, 3 support SLO 2. SLO satisfied. Students designed and implemented a password verification application. SLO satisfied. Students designed and implemented a dictionary of identifers programming with files. SLO satisfied. Students designed and implemented a dictionary of identifers | Achieved Goal Achieved Goal Achieved Goal | 31 20 20 27 | satisfying project completion. 30 20 Early Python learning laid down the foundation to expand into more advanced Python solutions. 19 Early Python learning laid down the foundation to expand into this more advanced Python solution. 27 Early Python learning laid down the foundation to |
| Information Science Discipline - Computer and Information Science | CIS 117 CIS 117 CIS 117 CIS 117 | Python Programming Python Programming Python Programming Python Programming | SLO 2 SLO 2 SLO 2 | Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Apply object-oriented programming concepts to develop dynamic | 2016 (Summer) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) 2018 (Summer) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project | implemented a basic web crawler to search and quantify data. Projects 1, 2, 3 support SLO 2. SLO satisfied. Students designed and implemented a password verification application. SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. | Achieved Goal Achieved Goal Achieved Goal | 31 20 20 27 55 | satisfying project completion. 30 20 Early Python learning laid down the foundation to expand into more advanced Python solutions. 19 Early Python learning laid down the foundation to expand into this more advanced Python solution. 27 Early Python learning laid down the foundation to expand into this more advanced Python solution. 54 Early Python learning laid down the foundation to |
| Discipline - Computer and Information Science Discipline - Computer and Information Science | CIS 117 CIS 117 CIS 117 CIS 117 CIS 117 | Python Programming Python Programming Python Programming Python Programming Python Programming | SLO 2 SLO 2 SLO 2 SLO 2 | publishing on the Web. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Employ control structures, functions, and arrays to create Python programs. Apply object-oriented programming | 2016 (Summer) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) 2018 (Summer) | Assignment/Project Assignment/Project Assignment/Project Assignment/Project Assignment/Project | implemented a basic web crawler to search and quanitify data. Projects 1, 2, 3 support SLO 2. SLO satisfied. Students designed and implemented a password verification application. SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. SLO satisfied. Students designed and implemented a password verification application. | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 31 20 20 27 55 | satisfying project completion. 30 20 Early Python learning laid down the foundation to expand into more advanced Python solutions. 19 Early Python learning laid down the foundation to expand into this more advanced Python solution. 27 Early Python learning laid down the foundation to expand into this more advanced Python solution. 54 Early Python learning laid down the foundation to expand into more advanced Python solutions. |

| Part Company of the Company of t | 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. |
|--|---|---------|--------------------|-------|--|-------------------------|--------------------|---|---------------|----|---|
| Telephotococcus of Course | | CIS 117 | Python Programming | SLO 3 | concepts to develop dynamiC | 2018 (Summer) | Assignment/Project | implemented an object-oriented solution | Achieved Goal | 53 | 53 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. |
| Contract Computered Col. 17 Prime Programming Col. 18 Pr | | CIS 117 | Python Programming | SLO 4 | mappings to store and manipulate | 2016 (Summer) | Assignment/Project | Project 5 supports SLO 4. | Achieved Goal | 31 | 30 |
| Register in regist | | CIS 117 | Python Programming | SLO 4 | Employ Python sequences and mappings to store and manipulate | | Exam | students to correctly employ Python | Achieved Goal | 27 | 27 Again, critical Python specific skillset developed with this topic allowing students to later exploit the power of Python. |
| Reference Scotter Register Compiler and Control and C | | CIS 117 | Python Programming | SLO 4 | mappings to store and manipulate | 2017 - 2018 (Fall) | Exam | students to correctly employ Python | Achieved Goal | 19 | 19 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions. |
| Authorite complete and fine former programs and content and programs are unappropriated and programs and according to the complete and information Section. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:03 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:04 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:05 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:04 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:04 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:04 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Programming 5:04 Use 502 commends and the MyGG. Deciding - Computer and Col 137 Python Pr | | CIS 117 | Python Programming | SLO 4 | mappings to store and manipulate | | Exam | students to correctly employ Python | Achieved Goal | 27 | 27 Python specific hashing and mapping techniques developed with this topic students served as a prep for regular expressions. |
| Information Science Discipliner Computer and Cis. 117 Python Programming Suppliner Computer and Cis. 117 Python Programm | | CIS 117 | Python Programming | SLO 4 | mappings to store and manipulate | 2018 (Summer) | Exam | students to correctly employ Python | Achieved Goal | 58 | 57 Expanding earlier context of object-oriented design, students better assimilated the concept of object and actions. |
| Service States to the Anthone Spring manipulated addition tableaum gallets. Solidated statement pulses. Achieved Goal solidated statement pulses. Achieved Goal solidated statement pulses. Solidated statement pulses. Achieved Goal solidated statement pulses. Solidated statement pulses. Achieved Goal solidated statement pulses. Solidated statement puls | | CIS 117 | Python Programming | SLO 5 | | 2016 (Summer) | Assignment/Project | Project 6 supports SLO 5. | Achieved Goal | 31 | 30 |
| Discipline - Computer and Information Science CE 127 Python Programming SLO 5 Use SQL commands and the MyGOL SQL commands and th | | CIS 117 | Python Programming | SLO 5 | | | Assignment/Project | | Achieved Goal | 17 | 16 Some students were totally new to the concepts of database design. This topic opened new horizons. |
| Information Science Obsopline - Computer and computer and obsopline - | | CIS 117 | Python Programming | SLO 5 | | 2017 (Summer) | Assignment/Project | | Achieved Goal | 53 | 35 Some students were totally new to the concepts of database design. This topic opened new horizons. |
| Information Science Social Computer and C | | CIS 117 | Python Programming | SLO 5 | | 2017 - 2018 (Fall) | Assignment/Project | | Achieved Goal | 20 | 20 Some students were totally new to the concepts of database design. This topic was again used with django web development. |
| Information Science Discipline - Computer and Information Science Substitute Information Science Discipline - Computer and Information Science Substitute | | CIS 117 | Python Programming | SLO 5 | | | Assignment/Project | and queried an SQLITE3 database to | 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 Discipline - Computer and | | CIS 117 | Python Programming | SLO 6 | MySQL, Python and a Model-View- | 2016 (Summer) | Assignment/Project | Project 6 supports SLO 6. | Achieved Goal | 31 | 30 |
| Information Science Informati | | CIS 117 | Python Programming | SLO 6 | Create an advanced project using MySQL, Python and a Model-View- | | Assignment/Project | Python and the Django MVC framework to | Achieved Goal | 20 | 20 Students are well on their way to continue Web Programming Development and Design for large scale projects. |
| Information Science MySQL, Python and a Model-View-Controller framework. Discipline - Computer and Information Science MySQL, Python and a Model-View- Controller framework. Discipline - Computer and Information Science MySQL, Python and a Model-View- Controller framework Assignment/Project SLO satisfied. Students used sqlitea, Achieved Goal Total Explanation. Achieved Goal Total Explanation. The Discipline - Computer and Information Science MySQL, Python and a Model-View- MySQL, Python and a Model-View- Python and the Django MVC framework to create their 1st Web Development ap. SLO satisfied. Students used sqlitea, Achieved Goal Total Explanation. The Discipline - Computer and Total Explanation Science MySQL, Python and a Model-View- Python and the Django MVC framework to create their 1st Web Development ap. SLO satisfied. Students used sqlitea, Achieved Goal Total Explanation. The Discipline - Computer and SLO Students used sqlitea, Achieved Goal Total Explanation. The Discipline - Computer and Total Explanation Science The Discipline - Computer and | | CIS 117 | Python Programming | SLO 6 | MySQL, Python and a Model-View- | 2017 - 2018 (Fall) | Assignment/Project | Python and the Django MVC framework to | | 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. |
| Information Science MySQL, Python and a Model-View-Controller framework. Controller framework. Discipline - Computer and CIS 117 Python Programming SLO 6 Create an advanced project using WySQL, Python and a Model-View-MySQL, Python and a Model-View-MySQL, Python and a Model-View-Python and the Django MVC framework to powered web application. Create their 1st Web Development ap. Create their 1st Web Development ap. SLO 6 Create an advanced project using 2018 (Summer) Assignment/Project SLO satisfied. Students used sqlite3, Achieved Goal 53 47 Python and the Django MVC framework to | | CIS 117 | Python Programming | SLO 6 | MySQL, Python and a Model-View- | 2017 - 2018 (Fall) | Assignment/Project | Python and the Django MVC framework to | | 20 | 20 Students designed and developed their first django powered web application. |
| Information Science MySQL, Python and a Model-View-Python and the Django MVC framework to | | CIS 117 | Python Programming | SLO 6 | MySQL, Python and a Model-View- | | Assignment/Project | Python and the Django MVC framework to | | 24 | 24 Students designed and developed their first django powered web application. |
| Controller framework. create their 1st Web Development ap. | | CIS 117 | Python Programming | SLO 6 | | 2018 (Summer) | Assignment/Project | | | 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 geneal 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 | (Spring) | Exam | 16 out of 18 students succeeded | Achieved Goal | 18 | 16 |
| Discipline - Computer and Information Science | CIS 121 | UNIX/Linux | SLO 3 | control Explain shell-specific facilities including the use of environmental and local variables, and the built-in | g 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 resourses or time to do much practice with them. We do admin tools more than tasks. | | 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. | S 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. | | 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 fo display on a variety of mobile devices and screens. | | 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 fo display on a variety of mobile devices and screens. | | 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 fo display on different-sized devices. | r 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 fo display on different-sized devices. | r 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 PhonaGan | 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 | | 12 | 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 student participated. Grade performance was 70% Final Exam: 15 students participated and | 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) | | Four SQL assignments and two Relational Algebra assignments dealing with a wide range of quires 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 | Achieved Goal | 17 | 15 |
| | | | | | | | average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%. | | | |
| 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 administratio tasks. | n 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, | 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 | tables. and menus. 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 | | Assignment/Project | 100% of students completing assignment 7 (Employees and EmployeeList apps with | Achieved Goal | 9 | 9 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 135 | Android Programming | SLO 6 | locations. Create an advanced mobile applicatio employing sensors, maps, and other | n 2016 - 2017 (Spring) | Assignment/Project | database) did it correctly. 100% of students completing assignment 8 (interactive Google maps app with markers) | | 9 | 9 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 137 | iOS/Swift Programming | SLO 1 | features. Explain the iOS mobile operating system architecture. | 2016 - 2017 (Fall) | Exam | did it correctly. 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, | 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 | frameworks, and device simulator. 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 | | 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 | features Demonstrate understanding of computer networking,computing | 2016 - 2017 (Spring) | Assignment/Project | 100% succeeded | Achieved Goal | 15 | 15 |
| Discipline - Computer and Information Science | CIS 151 | Networks and Digital Communication | SLO 2 | models, and basic network services. Recognize and describe logical and physical network topologies in terms | 2016 - 2017 (Spring) | Assignment/Project | 100% succeeded | Achieved Goal | 15 | 15 |
| Discipline - Computer and Information Science | CIS 151 | Networks and Digital Communication | SLO 3 | of the media and network hardware. Compare current network technologies in terms of speed, access | 2016 - 2017 (Spring) | Assignment/Project | 100% succeeded | Achieved Goal | 15 | 15 |
| Discipline - Computer and Information Science | CIS 151 | Networks and Digital Communication | SLO 4 | method, operation, topology, and Define the layers of the OSI model and identify the protocols, and services | d 2016 - 2017 (Spring) | Assignment/Project | 100% succeeded | Achieved Goal | 15 | 15 |
| Discipline - Computer and Information Science | CIS 151 | Networks and Digital Communication | SLO 5 | associated with each laver. Identify the purpose, features, and functions of current common networl hardware and the OSI layer with whic | (Spring) | Assignment/Project | 100% succeeded | Achieved Goal | 15 | 15 |
| Discipline - Computer and Information Science | CIS 151 | Networks and Digital Communication | SLO 6 | each is associated Explain the operation principles of current common 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 7 | devices 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 | 2016 - 2017 (Fall) | Exam | Test question Students must trace program code and give expected output with an | n Achieved Goal | 27 | 26 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 254 | Introduction to Object-Oriented Program Design | SLO 1 | program constructs Analyze and explain the behavior of programs involving the fundamental | 2016 - 2017 (Spring) | Exam | explanation of code behavior. 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 | program constructs Analyze and explain the behavior of programs involving the fundamental | 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 | program constructs Analyze and explain is-a relationships among objects using a class hierarchy | 2016 - 2017 (Fall) | Other | Lab 8: Box class toString method inherited from Object class. Nearly all students | Achieved Goal | 17 | 16 Continue with current strategy. |
| Discipline - Computer and Information Science | CIS 254 | Introduction to Object-Oriented Program Design | SLO 10 | and inheritance. Analyze and explain is-a relationships among objects using a class hierarchy | | Assignment/Project | (Ebook and EbookLibrary app) did it | Achieved Goal | 21 | 21 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 254 | Introduction to Object-Oriented Program Design | SLO 10 | and inheritance. Analyze and explain is-a relationships among objects using a class hierarchy and inheritance. | 2018 (Summer) | Assignment/Project | correctly. 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 | 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 | iterative control structures Write short programs that use the fundamental program constructs including standard conditional and | 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 | iterative control structures Write short programs that use the fundamental program constructs including standard conditional and | 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 | iterative control structures 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 | l 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 | 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 | met SLO 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. | I 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. | I 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- | 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 | oriented programming concents Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception | 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 | handline 1/M GIIIc and event Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling | 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 nolymproblem | 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 | 2016 - 2017 (Fall) | Assignment/Project | Students were asked to implement Stack abstract data type using OOP techniques. | Achieved Goal | 34 | 30 |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 1 | types; Apply object-oriented techniques to the implementation of abstract data | 2016 - 2017 (Spring) | Assignment/Project | Out of 34 students 30 were successful. 89.2.% of students completed the assignment (Assignemnet 1) correctly. | Achieved Goal | 37 | 33 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 2 | types: Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the | 2016 - 2017 (Fall) | Exam | Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were | Achieved Goal | 33 | 30 |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 2 | characteristics of the application. Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the | 2016 - 2017 (Spring) | Assignment/Project | 88.6% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 35 | 31 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 3 | characteristics of the annlication. Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 2016 - 2017 (Fall) | Assignment/Project | byetween dynamic and static implementation of an ADT All students | Achieved Goal | 30 | 30 |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 3 | sneed/memory snecifics: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 2016 - 2017 (Spring) | Assignment/Project | were able to accomplish this task 93.78% of students completed the assignment (Assignemnet 3) correctly. | Achieved Goal | 32 | 30 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 4 | sneed/memory specifics: Characterize an algorithm using Big 0 notation; | 2016 - 2017 (Fall) | Exam | Students via an assignment were tested on Asymptotic Analysis of Algorithm. All | Achieved Goal | 30 | 30 |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 4 | Characterize an algorithm using Big 0 notation; | 2016 - 2017 (Spring) | Exam | students shown mastery of topic. 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 | Achieved Goal c | 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 | | Assignment/Project | mastery of the tonic 96.66% of students completed the assignment (Assignemnet 4) correctly. | Achieved Goal | 30 | 29 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 6 | techniaues: Select an appropriate data sort, based on characteristics of data to be sorted together with frequency of sort | | 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 |
| 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 | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 5) correctly. | Achieved Goal | 30 | 29 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 7 | together with frequency of sort 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 (Assignemnet 6) correctly. | Achieved Goal | 30 | 29 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 8 | problems involving the storage, retrieval and update of large | 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 | Achieved Goal | 30 | 27 |
| Discipline - Computer and Information Science | CIS 256 | (CS2) Data Structures: Java | SLO 8 | cuantities of data Construct reliable, robust solutions to problems involving the storage, | 2016 - 2017 (Spring) | Exam | students 27 were successful 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 | retrieval and undate of large 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 (Assignemnet 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 | 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 | object-oriented design model Implement a medium-size computer program that is stylistically and functionally correct, based on an | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 25 | 22 Continue with current strategy |
| Discipline - Computer and Information Science | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | object-oriented design model Reuse existing components through inheritance and polymorphism. | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum 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 (Assignement 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 | | 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 | were successful 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++ | | Demonstrate different forms for binding, visibility, scope and lifetime management | | | were asked to implement and debug its creation. Out 10 12 students. 11 were | Achieved Goal | 12 | 11 |
| Discipline - Computer and Information Science Discipline - Computer and | CIS 278 | (CS1) Programming Methods: C++ (CS1) Programming Methods: C++ | | Demonstrate different forms for binding, visibility, scope and lifetime management. Employ components in the C++ | 2016 - 2017 (Spring) | | 92% of students completed the assignment (Assignemnet 4) correctly. Students were asked to write a code that | | 25 | 23 Continue with current strategy 10 |
| Information Science | 0.5276 | (CSI) Frogramming Methods. CFF | 3100 | Standard Template Library (STL). | 2010 - 2017 (1811) | Assignment/Troject | handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling | Actived doll | 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 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, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | 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; | | | 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) | | 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 | 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 | characteristics of the application. Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 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 | eneed/memory specifics: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | | 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 | sneed/memory specifics: Characterize an algorithm using Big 0 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 0 notation; | 2016 - 2017 (Spring) | Exam | SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve. | | 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: | (Spring) | | 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 | | . , | , | 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 | | 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 | 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, | 2016 - 2017 (Fall) | Assignment/Project | can be used to create a table of contents. Project 4 supports SLO 8. | Achieved Goal | 29 | 25 |
| Discipline - Computer and Information Science | CIS 279 | (CS2) Data Structures: C++ | SLO 8 | retrieval and update of large Construct reliable, robust solutions to problems involving the storage, | 2016 - 2017 (Spring) | Exam | SLO satisfied. Quizzes and exam questions assessed students understanding of design | 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 | retrieval and update of large Design and construct MySQL databases of moderate complexity | 2016 (Summer) | Exam | and test for bie data. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Final Exam: average grade performance | 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 | NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance | 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 | was 80%. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance | 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 | was 60%. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Final Exam: average grade performance | 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 | | Exam | NOTE: Fall 2015 This SLO was not addressed directly | 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 | 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 |
| Discipline - Computer and Information Science | CIS 364 | From Data Warehousing to Big Data | SLO 1 | Determine the best data warehouse architecture using proven analytical modeling concepts. | 2016 - 2017 (Spring) | Exam | 14 students participated. 100% passed with an aveage score = 90%. | 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 aveage 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 | O 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 aveage 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 | O Consider incorporating into assignment /project. |
| Discipline - Cosmetology | COSM 712 | Fundamentals of Cosmetology I | SLO 1 | Demonstrate beginning competency ir 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 2016 - 2017 all Cosmetology practical applications (Spring) and disinfection and saintation techniques as mandated by the State Bureau of Barbering and Cosmetology | 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 2017 - 2018 (Fall) all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State | Assignment/Project | program review | Achieved Goal | 27 | 21 |
| Discipline - Cosmetology | COSM 712 | Fundamentals of Cosmetology I | SLO 2 | Bursau of Barbarina and Cormatolomy Demonstrate beginning competency in 2016 - 2017 (Fall) all theoretical subjects mandated by the State Bursau of Barbering and Cosmetology | 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 2016 - 2017 all theoretical subjects mandated by (Spring) the State Bureau of Barbering and Cosmetology | 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 2017 - 2018 (Fall) all theoretical subjects mandated by the State Bureau of Barbering and | Assignment/Project | program review | Achieved Goal | 27 | 23 |
| Discipline - Cosmetology | COSM 712 | Fundamentals of Cosmetology I | SLO 3 | Cosmetolnev Demonstrate work habits as learned 2016 - 2017 (Fall) during laboratory class | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 15 |
| Discipline - Cosmetology | COSM 712 | Fundamentals of Cosmetology I | SLO 4 | during laboratory class Demonstrate and cooperate effectively in a simulated work place. (laboratory class) | 2016 - 2017 (Fall) | | 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 Discipline - Cosmetology | COSM 712 COSM 722 | Fundamentals of Cosmetology I Fundamentals of Cosmetology II | SLO 4 SLO 1 | Demonstrate and cooperate effectively in a simulated work place. Demonstrate beginning competency in all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology | | Assignment/Project Exam | program review 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 Achieved Goal | 27 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 2016 - 2017 all Cosmetology practical applications (Spring) and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology | 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 2017 - 2018 (Fall) all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State | Assignment/Project | program review | Achieved Goal | 27 | 23 |
| Discipline - Cosmetology | COSM 722 | Fundamentals of Cosmetology II | SLO 2 | Bureau of Barbarina and Cosmetoloms Demonstrate beginning competency in 2016 - 2017 (Fall) all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology | 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 2016 - 2017 all theoretical subjects mandated by (Spring) the State Bureau of Barbering and Cosmetology | 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 cosmetologist' 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 2017 - 2018 (Fall) all theoretical subjects mandated by the State Bureau of Barbering and | Assignment/Project | program review | Achieved Goal | 27 | 21 |
| Discipline - Cosmetology | COSM 722 | Fundamentals of Cosmetology II | SLO 3 | Cncmetralnew Demonstrate work habits as learned 2016 - 2017 (Fall) during laboratory class | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 25 |
| Discipline - Cosmetology | COSM 722 | Fundamentals of Cosmetology II | SLO 4 | during laboratory class 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 25 |
| Discipline - Cosmetology | COSM 732 | Advanced Cosmetology I | SLO 1 | effectively in a simulated work place. Demonstrate the ability to obtain 75% correct (passing grade) on the practica section of the State of California Board of Barbering and Cosmetology licensing exam. | I | 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 practica section of the State of California Board of Barbering and Cosmetology licensing exam. | I (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 practica section of the State of California Board of Barbering and Cosmetology lizensing exam | I | Assignment/Project | program review | Achieved Goal | 13 | 11 |

| Discipline - Cosmetology | COSM 732 | Advanced Cosmetology I | SLO 2 | Demonstrate the ability to obtain 75% 2016 - 2017 (F correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | ili) 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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (F correct (passing grade) on the written serior of the State of California Board of Barbering and Cosmetology | ll) Assignment/Project | program review | Achieved Goal | 13 | 13 |
| Discipline - Cosmetology | COSM 732 | Advanced Cosmetology I | SLO 3 | licencine exam Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results. | ill) 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. | | 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. | 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. | | 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 | ill) Assignment/Project | program review | Achieved Goal | 13 | 12 |

| Discipline - Cosmetology | COSM 732 | Advanced Cosmetology I | SLO 4 | Demonstrate work habits necessary to 2016 - 2017 (Fall) become and remain employed. | 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 2016 - 2017 become and remain employed. (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 2017 - 2018 (Fall) become and remain employed. | Assignment/Project | program review | Achieved Goal | 13 | 12 |
| Discipline - Cosmetology | COSM 742 | Advanced Cosmetology II | SLO 1 | Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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 | 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% 2017 - 2018 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology | Assignment/Project | program review | Achieved Goal | 13 | 9 |
| Discipline - Cosmetology | COSM 742 | Advanced Cosmetology II | SLO 2 | licensine evam Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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. |
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| Discipline - Cosmetology | COSM 742 | Advanced Cosmetology II | SLO 2 | Demonstrate the ability to obtain 75% 2017 - 2018 (Fa correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology | ll) Assignment/Project | : program review | Achieved Goal | 13 | 12 |
| Discipline - Cosmetology | COSM 742 | Advanced Cosmetology II | SLO 3 | Ilransino evam Demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve desired results. | II) Assignment/Project | A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of this students met or exceeded the criteria. | | 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. | Assignment/Project | t A passing grade for this outcome is a 75% grade. In this assessment cycle 100% of the students met or exceeded the criteria. | | 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 2017 - 2018 (Fa client needs and select appropriate | II) Assignment/Project | t program review | Achieved Goal | 13 | 9 |
| Discipline - Cosmetology | COSM 742 | Advanced Cosmetology II | SLO 4 | products and techniques to achieve Demonstrate work habits necessary to 2016 - 2017 (Fa become and remain employed. | ll) Assignment/Project | t 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 2016 - 2017 become and remain employed. (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 2017 - 2018 (Fall) become and remain employed. | | | Achieved Goal | 13 | 13 |
| Discipline - Cosmetology | COSM 746 | Advanced Cosmetology III | SLO 1 | Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology | Assignment/Project | program review | Achieved Goal | 25 | 23 |
| Discipline - Cosmetology | COSM 746 | Advanced Cosmetology III | SLO 2 | licensine exam Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) Correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (Fall) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licenting exam | 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. | | 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. | | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 25 | 24 |
| Discipline - Cosmetology | COSM 746 | Advanced Cosmetology III | SLO 4 | products and techniques to achieve | 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. |

Achieved Goal

25

25

Demonstrate work habits necessary to 2017 - 2018 (Fall) Assignment/Project program review become and remain employed.

Discipline - Cosmetology

COSM 746 Advanced Cosmetology III

SLO 4

| Discipline - Cosmetology | COSM 749 | Advanced Cosmetology IV | SLO 1 | Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | Exam | Success criterion states that 75% of the students will meet or exceed this criteria. Ir this assessment cycle 100% of the students met or exceeded the criteria. | | 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 rubic 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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology | Assignment/Project | program review | Achieved Goal | 25 | 22 |
| Discipline - Cosmetology | COSM 749 | Advanced Cosmetology IV | \$10.2 | licencine exam Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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. | | 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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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 MIC 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% 2017 - 2018 (Fall) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology | 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. | | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 25 | 22 |
| Discipline - Cosmetology | COSM 749 | Advanced Cosmetology IV | SLO 4 | oroducts and techniques to achieve Demonstrate work habits necessary to become and remain employed. | o 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 ageregated data. |

aggregated data.

| Discipline - Cosmetology | COSM 749 | Advanced Cosmetology IV | SLO 4 | Demonstrate work habits necessary to 2016 - 2017 become and remain employed. (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 Discipline - Cosmetology | COSM 749 COSM 758 | Advanced Cosmetology IV Advanced Techniques/Photo Shoot | SLO 4 SLO 1 | Demonstrate work habits necessary to 2017 - 2018 (Fall) become and remain employed. Demonstrate the ability to obtain 75% 2016 (Summer) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | | program review 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 Achieved Goal | 25 42 | 24 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 | : SLO1 | Demonstrate the ability to obtain 75% 2017 (Summer) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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 Cospos. 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% 2016 (Summer) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 (Summer) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam | 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. | 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. | 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 2016 (Summer) become and remain employed. | 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 2017 (Summer) become and remain employed. | 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, SLQ, 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% 2016 (Summer) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 (Summer) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 (Summer) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 (Summer) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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. | 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. | 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 2016 (Summer) become and remain employed. | 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 2017 (Summer) become and remain employed. | 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 2017 - 2018 (Fall) and services that contribute to student success. | Assignment/Project | 70 students completed the preliminary form on day 1 of class, and 67 student accurately identified a variety of services at | Achieved Goal | 70 | 67 The student services assignment works effectively!! |
| Discipline - Counseling | COUN 111 | College Planning | SLO 2 | Locate and use on-campus programs 2017 - 2018 and services that contribute to student (Spring) | Assignment/Project | CSM on the assessment date for a success 58/64 students successfully identified a variety of student services available to CSM | Achieved Goal | 64 | 58 Keep doing this assignment/activity as it is effective. |
| Discipline - Counseling | COUN 120 | College and Career Success | SLO 1 | success. 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 | Assignment/Project | students. for a success rate of 91%. 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. | Assignment/Project | 56 out of 67 (84%) of students submitting the assignment submitted a personal plan that followed time-management guidelines | | 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 (Spring) and using a perosnal planner or electronic calendar. Develop and use a nersonal study plan and track results | 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. | | 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. | | 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 | 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 | maintain effertiveness 47/48 students were able to demonstrate an understanding of the CSM Student Code of Conduct on the pre-post test. | | 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 | 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 | transfer 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. | | 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 | 2016 - 2017 (Fall) | Presentation/Perfor | SLO met | Achieved Goal | 25 | 22 continue |
| Discipline - Dance | DANC 121.1 | Modern Dance I | SLO 2 | sequences Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 25 | 25 |
| Discipline - Dance | DANC 121.1 | Modern Dance I | SLO 3 | and aerobic canacity at a heginning Critically evaluate and objectively | 2016 - 2017 (Fall) | Assignment/Project | SLO met | Achieved Goal | 25 | 21 continue |
| Discipline - Dance | DANC 121.2 | Modern Dance II | SLO 1 | discuss modern dance at a beginning Demonstrate intermediate level modern footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 4 | 4 continue |
| Discipline - Dance | DANC 121.2 | Modern Dance II | SLO 2 | movement sequences Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 4 | 4 continue |
| Discipline - Dance | DANC 121.2 | Modern Dance II | SLO 3 | and aerobic capacity at an an 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 2 | 2 continue |
| Discipline - Dance | DANC 121.3 | Modern Dance III | SLO 2 | sequences 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 | 2016 - 2017 (Fall) | Assignment/Project | SLO met | Achieved Goal | 2 | 2 continue |
|--------------------|--------------|------------------|-------|---|-------------------------|------------------------------|---------|---------------|----|-------------|
| Discipline - Dance | DANC 121.4 | Modern Dance IV | SLO 1 | discuss modern dance at an advanced Demonstrate expert level modern | 2016 - 2017 (Fall) | Presentation/Perfor | SIO met | Achieved Goal | 1 | 1 continue |
| Discipline - Dance | DANC 121.4 | Wodern Dance IV | 3101 | footwork, gestures and movement sequences | 2016 - 2017 (Fall) | mance | SLO Met | Acrieved 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, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 continue |
| Discipline - Dance | DANC 121.4 | Modern Dance IV | SLO 3 | and aerobic canacity at an expert level Critically evaluate and objectively discuss modern dance at an expert | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 20 | 18 continue |
| Discipline - Dance | DANC 130.1 | Jazz Dance I | SLO 2 | sequences Critically evaluate and objectively discuss jazz dance at the beginning | 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, | 2016 - 2017 (Spring) | Pre and Post Test | SLO met | Achieved Goal | 20 | 19 |
| Discipline - Dance | DANC 130.2 | Jazz Dance II | SLO 1 | and aerobic canacity at the beginning Demonstrate intermediate level Jazz footwork, gestures and movement sequences | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 4 | 4 continue |
| Discipline - Dance | DANC 130.2 | Jazz Dance II | SLO 2 | Critically evaluate and objectively | 2016 - 2017 (Spring) | Discussion | SLO met | Achieved Goal | 4 | 4 continue |
| Discipline - Dance | DANC 130.2 | Jazz Dance II | SLO 3 | discuss jazz dance at the intermediate Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | SLO met | Achieved Goal | 4 | 4 continue |
| Discipline - Dance | DANC 130.3 | Jazz Dance III | SLO 1 | and aerobic capacity at the Demonstrate advanced level Jazz footwork, gestures and movement | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Discipline - Dance | DANC 130.3 | Jazz Dance III | SLO 2 | sequences Critically evaluate and objectively | 2016 - 2017 | Discussion | SLO met | Inconclusive | 1 | 1 |
| Discipline - Dance | DANC 130.3 | Jazz Dance III | SLO 3 | discuss jazz dance at the advanced Improve body composition, range of | (Spring) 2016 - 2017 | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
| Sistepline Sunce | 5/11/0 130/3 | | 310 3 | motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at the advanced | (Spring) | The uniter Tost Test | 3.5 | Admired God. | • | • |
| Discipline - Dance | DANC 130.4 | Jazz Dance IV | SLO 1 | Demonstrate expert level Jazz footwork, gestures and movement | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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/Perfor mance | 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, | 2016 - 2017 (Spring) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
| Discipline - Dance | DANC 140.1 | Ballet I | SLO 1 | and aerobic canacity at the expert Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 15 | 15 |
| Discipline - Dance | DANC 140.2 | Ballet II | SLO 1 | and aerobic canacity at the herinning Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and movement sequences with accuracy | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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 | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 3 | 3 |
| Discipline - Dance | DANC 140.2 | Ballet II | SLO 3 | as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and perphic capacity at the | 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/Perfor mance | 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 | 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/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Discipline - Dance | DANC 140.4 | Ballet IV | SLO 2 | At the expert level, critically evaluate | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 1 | 1 |
| Discipline - Dance | DANC 140.4 | Ballet IV | SLO 3 | and objectively discuss ballet as an art Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at the expert | | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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/Perfor mance | 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 | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 3 | 3 |
| | | | | intermediate variations in Swing, Waltz, Latin and Smooth dance styles, | (Spring) | mance | | | | |
| Discipline - Dance | DANC 151.2 | Social Dance II | SLO 2 | at an intermediate level Dance musically at an intermediate | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 3 | 3 |
| | | | | level, paying attention to tempo and | (Spring) | mance | | | | |
| 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 | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 |
| | | | | and movements in Latin, Swing, Waltz and Smooth social dance styles at an | (Spring) | mance | | | | |
| Discipline - Dance | DANC 151.3 | Social Dance III | SLO 2 | advanced level | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 |
| | | | | and ability levels at an advanced level. | (Spring) | mance | | | | |
| Discipline - Dance | DANC 151.4 | Social Dance IV | SLO 1 | Execute more complex steps, patterns and movements in Latin, Swing, Waltz | | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| | | | | and Smooth social dance styles at an | (-) | | | | | |
| Discipline - Dance | DANC 151.4 | Social Dance IV | SLO 2 | expert level Work well with partners of all types | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 |
| Discipline - Dance | DANC 167.1 | Swing Dance I | SLO 1 | and ability levels at an expert level. Exhibit swing dance forms by | (Spring) 2016 - 2017 | mance Presentation/Perfor | SLO met | Achieved Goal | 16 | 16 |
| , | | • | | performing an instructor- | (Spring) | mance | | | | |
| | | | | choreographed routine and appreciate nartner and social dance opportunities | | | | | | |
| Discipline - Dance | DANC 167.2 | Swing Dance II | SLO 1 | Demonstrate intermediate level Swing dance moves, including footwork, | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 4 | 4 |
| | | | | partnering skills, and accurate rhythm | (2511118) | marice | | | | |
| | | | | and coordination as evaluated by the instructor | | | | | | |
| Discipline - Dance | 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/Perfor mance | SLO met | Achieved Goal | 4 | 4 |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 1 | Describe how the law and media inter- | | Essay | 80% of students correctly identified the | Achieved Goal | 30 | 28 Continue to provide students with updated law |
| | | | | relate. | | | inter-relateness | | | cases |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 10 | Evaluate the specific information | 2016 (Summer) | Assignment/Project | Students are sometimes unsure of how | Achieved Goal | 30 | 24 Continue to provide students with steps to |
| | | | | sources in order to use the most relevant ones for the | | | much information they need for the assignment | | | obtaining specific information sources |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 11 | nroiect/assignment Analyze and interpret technical and | 2016 (Summer) | Assignment/Project | Students are sometimes confused by the | Achieved Goal | 30 | 24 Assist students in deciphering the data provided |
| , , , , , , , , , , , , , , , , , , , | | | | non-technical information/data from | , | | many different types of resources when | | | when analyzing |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 12 | reliable sources using critical thinking Organize and use appropriate and | 2016 (Summer) | Exam | analyzing data 75% of students were able to learn what | Achieved Goal | 30 | 27 Continue to help students understand government |
| | | | | credible information/data to support the purposes of a project or | | | processes are helpful for finding credible sources | | | documents |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 2 | Defend and support a position on | 2016 (Summer) | Essay | 80% of students successfully investigated a | Achieved Goal | 30 | 28 Continue to work with students on writing a concise |
| | | | | media regulation and/or ethical issue | | | topic; collected, generated, and evaluated evidence; and established a position on the | | | thesis |
| | | | | | | | topic in a concise manner | | | |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 3 | Compare and contrast U.S. media laws | 2016 (Summer) | Essay | 80% of students correctly performed | Achieved Goal | 30 | 27 Continue to keep updated on changes in media |
| | | | | and related court rulings. | | | compare and contrast essay | | | laws and the effects |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 4 | Explain the legal foundation for | 2016 (Summer) | Essay | 80% of students correctly identified the | Achieved Goal | 30 | 25 Continue to provide students information with the |
| | | | | Freedom of Speech. | | | foundations | | | difference between student speech and free speech |
| | | | | | | | | | | |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 5 | Distinguish an ethical decision from a | 2016 (Summer) | Essay | 80% of students correctly distinguished the | Achieved Goal | 30 | 28 |
| | | | | legal issue. | | | difference between ethical and legal issue | | | |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 6 | Identify the ethical dilemma in a case study and apply ethical theories to | 2016 (Summer) | Forum | 80% of students correctly identified an ethical dilemma and included considered | Achieved Goal | 30 | 27 Include additional assignments to include all five different approaches to thinking ethically. |
| | | | | consider outcomes. | | | outcomes | | | unreferre approaches to trinking 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 | Achieved Goal | 30 | 30 Add the importance of information competency skills in the work place to assignments |
| | | | | | | | identifying confusing resources | | | skills in the work place to assignments |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 8 | Identify and access information | 2016 (Summer) | Exam | 90% of students felt confident accessing | Achieved Goal | 30 | 28 Schedule library tours during class rather than an |
| | | | | resources, such as library databases, | | | information resources | | | assignment. Include librarians as guest speakers in |
| | | | | collections, or Web sites appropriate to the field. | | | | | | class |
| Discipline - Digital Media | DGME 102 | Media Law and Ethics | SLO 9 | Demonstrate effective search | 2016 (Summer) | Exam | 80% of students should correctly broaden | Achieved Goal | 30 | 30 Continue to include different approaches to |
| | | | | strategies that yield specific | | | or narrowed a search using Boolean operators (AND, NOT and OR) and | | | gathering sources |
| | | | | information sources, such as articles, books, Web pages, etc., appropriate to | | | truncation. At the beginning of the course | | | |
| | | | | the subject being researched. | | | 50% were not sure how to use an index (e.g. catalog, database, etc.). | | | |
| Discipline - Digital Media | DGME 104 | Digital Media Career Pathways | SLO 1 | Identify and discuss the history of | 2016 (Summer) | Assignment/Project | 80% of students correctly identified history | Achieved Goal | 20 | 20 Continue to provide connection between past and |
| | | | | Digital Media | , | | of digital media | | | 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 |
| | | | | y e | | | | | | |
| Discipline - Digital Media | DGME 104 | Digital Media Career Pathways | SLO 3 | Analyze what is involved in the | 2016 (Summer) | Assignment/Project | | Achieved Goal | 25 | 23 Continue to provide industry guest speakers |
| | | | | industry of Digital Media | | | and education needed in the industry | | | |
| | | | | | | | | | | |

| Discipline - Digital Media | DGME 104 | Digital Media Career Pathways | SLO 4 | Discover and compare the different | 2016 (Summer) | Assignment/Project | 85% of students correctly explored various | Achieved Goal | 25 | 20 Continue to provide industry guest speakers |
|--|------------|--|-------|---|-------------------------|--------------------|---|---------------|----|--|
| Discipline - Digital Media | DGME 104 | Digital Media Career Pathways | SLO 5 | career avenues available in Digital Discover and examine the education, skills and experience required in Digital | | Assignment/Project | careers 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 | Media 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 | 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, | 2016 (Summer) | | Course has not been offered. Unable to | Inconclusive | 0 | 0 |
| Discipline - Digital Media | DGME 166 | Web Authoring: ActionScript | SLO 5 | objects, and functions Demonstrate use of external 3rd party libraries | 2016 (Summer) | | assess. 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 | 2016 (Summer) | | Course has not been offered. Unable to | Inconclusive | 0 | 0 |
| Discipline - Digital Media | DGME 167 | Web Design I | SLO 1 | Flash content Identify user interface fundamentals and demonstrate the ability to | 2016 (Summer) | Assignment/Project | assess. 85% of students were able to identify and demonstrate Photoshop interface elements | | 25 | 25 Continue to provide emphasis on the short cut commands |
| Discipline - Digital Media | DGME 167 | Web Design I | SLO 2 | construct user interface elements 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 Discipline - Disabled Students Programs and Services | DSKL 800 | Learning Skills Assessment for DSPS Learning Skills Assessment for DSPS | | Identify their learning style preferences Identify effective learning strategies necessary to college success | | mance | 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 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 | | 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 meetine their challenges. |
| Discipline - Electrical Technologo | y ELEL 741 | Electrical Apprenticeship I | SLO 1 | Analyze the work environment in order to employ proper safety measures | 2016 - 2017 (Fall) | Exam | 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. Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined | Achieved Goal | 51 | 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. |
| | | | | | | | and regulated by NJATC. Students who successfully completed the course did so by meeting the criteria set by NJATC. | | | |

| 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/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 | 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 NATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 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/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 | | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 51 | 51 |
| Discipline - Electrical Technology ELEL 741 | Electrical Apprenticeship I | SLO 4 | Recognize and interpret NEC codes | 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 | 51 | 51 |
| Discipline - Electrical Technology ELEL 741 | Electrical Apprenticeship I | SLO 5 | Demonstrate proper technique with respect to fastening device installation | | Exam | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 51 | 51 |
| Discipline - Electrical Technology ELEL 741 | Electrical Apprenticeship I | SLO 5 | Demonstrate proper technique with respect to fastening device installation | | 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 | 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 NATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 51 | 51 |
| Discipline - Electrical Technology ELEL 741 | Electrical Apprenticeship I | SLO 6 | Interpret blueprint drawings | 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 | | 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 |
| 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 relationshi to Direct Current (DC) | 2016 - 2017 (Fall) ip | 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 relationshi to Direct Current (DC) | 2016 - 2017 (Fall) p | 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 |
| 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 | | 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 |
| Discipline - Electrical Technology ELEL 743 | Electrical Apprenticeship III | SLO 5 | Recognize the fundamental function of Alternating Current (AC) generators and Direct Current (DC) generators | | | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NATC. 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 | Alternating Current (AC) generators and Direct Current (DC) generators | | mance | related to specific skills, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. 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 NATC. 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/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 |
|---|-------------------------------|-------|---|-----------------------|------------------------------|--|---------------|----|----|
| 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 |
| Discipline - Electrical Technology ELEL 745 | Electrical Apprenticeship V | SLO 3 | Recognize the fundamental function Semiconductors | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 42 | 41 |
| Discipline - Electrical Technology ELEL 745 | Electrical Apprenticeship V | SLO 3 | Recognize the fundamental function Semiconductors | of 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 |
| Discipline - Electrical Technology ELEL 745 | Electrical Apprenticeship V | SLO 4 | Recognize the fundamental function Transistors | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 42 | 41 |
| Discipline - Electrical Technology ELEL 745 | Electrical Apprenticeship V | SLO 4 | Recognize the fundamental function Transistors | of 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 |
| Discipline - Electrical Technology ELEL 747 | Electrical Apprenticeship VII | SLO 1 | Recognize the attributes of Magnetis in relationship to motors | m 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Discipline - Electrical Technology ELEL 747 | Electrical Apprenticeship VII | SLO 1 | Recognize the attributes of Magnetis in relationship to motors | m 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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Discipline - Electrical Technology ELEL 747 | Electrical Apprenticeship VII | SLO 2 | Recognize the various configurations of motors | 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 | 43 | 43 |
| Discipline - Electrical Technology ELEL 747 | Electrical Apprenticeship VII | SLO 3 | Recognize and apply motor starters to various motors | o 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/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 | 43 | 43 |
|---|-------------------------------|-------|--|----------------------|------------------------------|--|---------------|----|----|
| Discipline - Electrical Technology ELEL 747 | Electrical Apprenticeship VII | SLO 4 | Recognize and apply operating and indicting 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Discipline - Electrical Technology ELEL 747 | Electrical Apprenticeship VII | SLO 4 | Recognize and apply operating and indicting devices | 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 NIATC. 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/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 NIATC. 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 NIATC. 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 | e 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 Technolog | y ELEL 749 | Electrical Apprenticeship IX | SLO 4 | Recognize the attributes of low voltage security and telephone systems | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by Course did so by meeting the criteria set by | Achieved Goal | 39 | 39 |
|-----------------------------------|------------|-----------------------------------|-------|--|--------------------|------------------------------|---|---------------|----|----|
| Discipline - Electrical Technolog | y 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 39 | 39 |
| Discipline - Electrical Technolog | y ELEL 749 | Electrical Apprenticeship IX | SLO 5 | Recognize the attributes of structured cabling system | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by | Achieved Goal | 39 | 39 |
| Discipline - Electrical Technolog | y 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 39 | 39 |
| Discipline - Electrical Technolog | y ELEL 749 | Electrical Apprenticeship IX | SLO 6 | Recognize the attributes of generated power and distribution | 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 NIATC. 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 | | 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 | 2017 - 2018 (Fall) | Essay | see uploads | Achieved Goal | 41 | 31 |
| Discipline - English | ENGL 100 | Composition and Reading | SLO 3 | assignment's task and numnse Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 28 |
| Discipline - English | ENGL 100 | Composition and Reading | SLO 4 | verbal phrase modifiers, and correct Proofread effectively for grammar and usage errors, including correct | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 33 |
| Discipline - English | ENGL 100 | Composition and Reading | SLO 5 | integrate relevant sources, using appropriate research strategies and tools and documenting them | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 32 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 1 | according to MI A guidelines Enter into written, academic discourse with course readings by presenting | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 57 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 1 | ideas of others in relation to ideas of Enter into written, academic discourse with course readings by presenting | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 51 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 2 | unified by a thesis and by an organizational strategy that reflect the | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 59 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 2 | unified by a thesis and by an organizational strategy that reflect the | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 51 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 3 | assionment's tack and numose Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 49 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 3 | verhal nhrase modifiers and correct Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, | 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 | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 48 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 4 | application of MLA document format. Proofread effectively for grammar and usage errors, including correct | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 49 |
| Discipline - English | ENGL 105 | Intensive Composition and Reading | SLO 5 | application of MLA document format. 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 | 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 | 2016 - 2017 (Fall) | Essay | One section assessed | Achieved Goal | 27 | 23 |
| Discipline - English | ENGL 110 | Composition, Literature, and Critical Thinking | SLO 2 | of genres. in order to analyze and Write fluent essays that explain and defend these analyses and interpretations, rather than merely | 2016 - 2017 (Fall) | Essay | One section assessed | Achieved Goal | 27 | 20 |
| Discipline - English | ENGL 110 | Composition, Literature, and Critical Thinking | SLO 3 | nresent summaries 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 varving 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 | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 10 | 10 |
| Discipline - English | ENGL 161 | Creative Writing I | SLO 3 | elements of fiction to create short Critique their own work and works of their peers with regard to elements of poetry and fiction. | | Portfolio | program review | Achieved Goal | 10 | 10 |
| Discipline - English | ENGL 162 | Creative Writing II | SLO 1 | Create a sustained body of work in | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
| Discipline - English | ENGL 162 | Creative Writing II | SLO 2 | poetry or fiction or a combination of Demonstrate the ability to analyze and evaluate critically their own work and | i 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
| Discipline - English | ENGL 162 | Creative Writing II | SLO 3 | that of their peers. Edit and revise their work in response to feedback, demonstrating the ability | | Portfolio | program review | Achieved Goal | 3 | 3 |
| Discipline - English | ENGL 163 | Creative Writing III | SLO 1 | to discriminate among a range of Create a sustained body of work in | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Discipline - English | ENGL 163 | Creative Writing III | SLO 2 | poetry or fiction or a combination of Demonstrate the ability to analyze and evaluate critically their own work and | i 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Discipline - English | ENGL 163 | Creative Writing III | SLO 3 | that of their peers. Edit and revise their work in response to feedback, demonstrating the ability | | Portfolio | program review | Achieved Goal | 4 | 4 |
| Discipline - English | ENGL 165 | Composition, Argument, and Critical Thinking | SLO 1 | to discriminate among a range of Apply critical thinking and reading skills to arguments presented in a variety of forms, in order to analyze | 2016 - 2017 (Spring) | Essay | see program review | Achieved Goal | 24 | 18 |
| Discipline - English | ENGL 165 | Composition, Argument, and Critical Thinking | SLO 2 | and evaluate them Write fluent essays that demonstrate an understanding of the different positions in a complex argument, and that present an effective, nuanced, | (Spring) | Essay | see program review | Achieved Goal | 24 | 18 |
| Discipline - English | ENGL 165 | Composition, Argument, and Critical Thinking | SLO 3 | logically based discussion 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 | 2017 - 2018 (Fall) | Essay | docs | Achieved Goal | 14 | 12 |
| Discipline - English | ENGL 828 | Basic Composition and Reading | SLO 5 | ideas at the sentence level. Proofread for basic grammar and | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 14 | 9 |
| Discipline - English | ENGL 838 | Intensive Introduction to Composition and Reading | SLO 1 | usage errors. 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 | 2016 - 2017 (Fall) | Essay | One section assessed | Achieved Goal | 19 | 10 |
| Discipline - English | ENGL 838 | Intensive Introduction to Composition and Reading | SLO 5 | nhrase annositives 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. | r 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. |

| | | | | with appropriate citation. | | | sto. | | | 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 | reasonable development, organization, mechanics, and level | 2017 - 2018 (Fall) | Other | see docs | Achieved Goal | 18 | 13 |
| Discipline - ESL | ESL 826 | Writing for Non-Native Speakers II | SLO 2 | appropriate vocabulary 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 | | Other | see attached | Achieved Goal | 75 | 57 |
| Discipline - ESL | ESL 827 | Writing for Non-Native Speakers III | SLO 2 | | 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 | | 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 | 2017 - 2018 (Fall) | Other | see attached | Achieved Goal | 189 | 140 |
| Discipline - Film | FILM 100 | Introduction to Film | SLO 1 | | 2016 - 2017 (Fall) | Exam | 2 sections of Film 100, both OL, one | Achieved Goal | 88 | 75 |
| Discipline - Film | FILM 100 | Introduction to Film | SLO 1 | form. Identify the basic technique of film | 2017 - 2018 (Fall) | Assignment/Project | accelerated. 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 acclerated | 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 | | 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 | | 2016 - 2017 (Fall) | Presentation/Perfor mance | one OL section | Achieved Goal | 31 | 29 |
| Discipline - Film | FILM 130 | Film Directors | SLO 3 | between film directors and the | 2016 - 2017 (Fall) | Exam | one OL section | Achieved Goal | 30 | 25 |
| Discipline - Film | FILM 145 | Watching Quality Television | SLO 1 | development of film art 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 |
| | | | | | | | | | | |

incorporate short quotations from an 2017 - 2018 (Fall) Assignment/Project 76% of the students successfully achieved Did Not Achieve Goal

SLO.

this SLO. This percentage is much lower

than it was the last time we assessed this

143

189 The percentage of students who achieved this SLO

assessed this SLO. This lower achievement is

is significantly lower than it was the last time we

probably due to a change in our placement test. It

Discipline - ESL

ESL 400

Composition for Non-Native

Speakers

SLO 2

outside source and accurately

with appropriate citation.

paraphrase passages from the source

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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) | | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (I - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - | 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 | Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 16 | 15 |
| Discipline - Fire Technology | FIRE 730 | Fire Behavior and Combustion | SLO 2 | Differentiate the various types of extinguishing agents | 2016 - 2017 (Spring) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely; 5 - Success: At least 75% of the students | 25 | 25 |
| Discipline - Fire Technology | FIRE 730 | Fire Behavior and Combustion | SLO 2 | Differentiate the various types of extinguishing agents | 2017 - 2018 (Fall) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely; Success: At least 75% of the students | 16 | 15 |
| Discipline - Fire Technology | FIRE 740 | Building Construction for Fire Protection | SLO 1 | Identify various classifications of building construction | 2016 - 2017 (Fall) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 20 | 20 |
| Discipline - Fire Technology | FIRE 740 | Building Construction for Fire Protection | SLO 1 | Identify various classifications of building construction | 2017 - 2018 (Fall) | Survey | choss 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 44 | 44 |
| | | | | | | | choose 4 or 5 on the survey. | | |

| Discipline - Fire Technolog | y 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 19 |
|-----------------------------|-------------|--|-------|--|-------------------------|--------|---|----|----|
| Discipline - Fire Technolog | y 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 44 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 24 |
| Discipline - Fire Technolog | gy FIRE 745 | Fire Protection Systems | SLO 2 | Describe the basic elements of a publi water supply system as it relates to fir protection | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
| Discipline - Fire Technolog | gy FIRE 745 | Fire Protection Systems | SLO 2 | Describe the basic elements of a publi water supply system as it relates to fir protection | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 24 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 39 | 37 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 28 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 39 | 39 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 31 |
| Discipline - Fire Technolog | y FIRE 770 | Fire Service Career Prep | SLO 1 | Identify the minimum qualifications and preparation required to become valued member of the fire service | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 10 | 10 |
| Discipline - Fire Technolog | gy FIRE 770 | Fire Service Career Prep | SLO 1 | Identify the minimum qualifications and preparation required to become valued member of the fire service | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 19 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 10 | 10 |
| Discipline - Fire Technolog | gy 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: Ale Least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 17 | 17 |
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| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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; | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 23 | 23 |
| | | | | | | | | | |

| Discipline - Fire Technology | 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 | Achieved Goal | 27 | 27 |
|------------------------------|----------|-------------------------------------|---------|--|-------------------------|------------------------------|--|---------------|----|----|
| Discipline - Fire Technology | FIRE 796 | Emergency Medical Technician: Basic | : SLO 4 | Perform safely and effectively the expectations of the job description | 2017 - 2018 (Fall) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether they feel they can meet the SLOs using a five-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 810 | Firefighter Cadet I | SLO 1 | Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 (Summer) | Presentation/Perfor mance | 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 | Achieved Goal | 1 | 1 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 - 2017 (Fall) | Presentation/Perfor mance | meeting the criteria set hy their employing 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 | Achieved Goal | 8 | 8 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 - 2017 (Spring) | Presentation/Perfor mance | meeting the criteria set by their employing 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 | Achieved Goal | 40 | 37 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 1 | the Ktate Eire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2017 (Summer) | Presentation/Perfor mance | meating the criteria set by their employing Student is allowed to continue as a cader. Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by | Achieved Goal | 1 | 1 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 2 | the State Fire Training Office of Demonstrate the ability to work as part of a team in a fire service environment | 2016 (Summer) | Presentation/Perfor mance | meeting the criteria set by their employing 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 | Achieved Goal | 1 | 1 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 2 | Demonstrate the ability to work as part of a team in a fire service environment | 2016 - 2017 (Fall) | Presentation/Perfor mance | meeting the criteria set hy their employing | Achieved Goal | 8 | 8 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 2 | Demonstrate the ability to work as part of a team in a fire service environment | 2016 - 2017 (Spring) | Presentation/Perfor mance | meeting the criteria set by their employing | Achieved Goal | 40 | 37 |
| Discipline - Fire Technology | FIRE 810 | Firefighter Cadet I | SLO 2 | Demonstrate the ability to work as part of a team in a fire service environment | 2017 (Summer) | Presentation/Perfor mance | meeting the criteria set by their employing | Achieved Goal | 1 | 1 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 1 | Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 (Summer) | Presentation/Perfor mance | meeting the criteria set hy their employing | Achieved Goal | 34 | 33 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 1 | the Ctate Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 - 2017 (Fall) | | meeting the criteria cet by their employing | Achieved Goal | 1 | 1 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 - 2017 (Spring) | | meeting the criteria set hy their employing | Achieved Goal | 8 | 8 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2017 (Summer) | Presentation/Perfor mance | meeting the criteria set by their employing | Achieved Goal | 34 | 34 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 2 | the Cate First Training Office of Demonstrate the ability to work as part of a team in a fire service environment | 2016 (Summer) | Presentation/Perfor mance | Student is allowed to continue as a cadet. Evaluation criteria are determined by the employing agency. Students who | Achieved Goal | 34 | 33 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 2 | Demonstrate the ability to work as part of a team in a fire service environment | 2016 - 2017 (Fall) | | successfully completed the course did so by meatine the rriteria set by their employing 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 | Achieved Goal | 1 | 1 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 2 | Demonstrate the ability to work as part of a team in a fire service environment | 2016 - 2017 (Spring) | Presentation/Perfor mance | meeting the criteria set by their employing | Achieved Goal | 8 | 8 |
| Discipline - Fire Technology | FIRE 811 | Firefighter Cadet II | SLO 2 | Demonstrate the ability to work as part of a team in a fire service environment | 2017 (Summer) | Presentation/Perfor mance | successfully completed in ecualise uses of watering 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 | 34 | 34 |

| 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 | 2016 (Summer) | Presentation/Perfor mance | Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by | | 4 | 4 |
|------------------------------|------------|-----------------------|-------|--|--------------------------------|------------------------------|---|---------------|-----|--|
| Discipline - Fire Technology | FIRE 812 | Firefighter Cadet III | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 - 2017 (Fall) | Presentation/Perfor mance | Evaluation criteria are determined by the employing agency. Students who successfully completed the course did so by | | 32 | 31 |
| Discipline - Fire Technology | FIRE 812 | Firefighter Cadet III | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2016 - 2017 (Spring) | Presentation/Perfor mance | meeting the criteria set by their employing 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 | | 2 | 2 |
| Discipline - Fire Technology | FIRE 812 | Firefighter Cadet III | SLO 1 | the State Fire Training Office of Demonstrate an understanding of fire service concepts and apply learned knowledge and skills to manipulative and technical skills as determined by | 2017 (Summer) | Presentation/Perfor mance | meeting the criteria set by their employing | Achieved Goal | 7 | 7 |
| Discipline - Fire Technology | FIRE 812 | Firefighter Cadet III | SLO 2 | the State Fire Training Office of Demonstrate the ability to work as part of a team in a fire service environment | 2016 (Summer) | Presentation/Perfor mance | meeting the criteria set by their employing 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 | 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/Perfor mance | 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/Perfor mance | meeting the criteria set by their employing 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 | 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/Perfor mance | maetine the criteria set by their employing 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 | 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, | 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 | and aerobic capacity at a beginning 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 canacity. | 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 canacity | 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 | 2016 - 2017 | Other | All students demonstrated knowledge of | Achieved Goal | 99 | 99 |
| Discipline - Fitness | FITN 116.2 | Body Conditioning II | SLO 1 | exercises Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Pre and Post Test | various exercises 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 | and aerobic canacity at an Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic capacity at an 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 | 2016 - 2017 | Other | All students demonstrated knowledge of | Achieved Goal | 19 | 19 |
| Discipline - Fitness | FITN 116.3 | Body Conditioning III | SLO 1 | exercises at an intermediate level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Pre and Post Test | various exercises 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 | and aerobic canacity at an advanced Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity 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 | and aerobic canacity at an advanced 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 | | 2016 - 2017 | Other | All students demonstrated knowledge of | Achieved Goal | 5 | 5 |
|----------------------|------------|--------------------------|-------|--|--------------------------------|------------------------------|---|---------------|-----|--|
| Discipline - Fitness | FITN 116.4 | Body Conditioning IV | SLO 1 | exercises at an advanced level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Pre and Post Test | various exercises 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 | and aerobic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | | Pre and Post Test | 99% of all students improved on one or more of the fitness assessments | Achieved Goal | 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 | and aerobic capacity at an expert level Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 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 | 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 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | 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 | and aerobic canacity Demonstrate knowledge of various exercises. | 2016 - 2017 (Fall) | Other | rate strength and endurance and aerobic 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 heginning | 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 | 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 canacity at a heginning | 2016 - 2017 (Spring) | Presentation/Perfor mance | Students were successful in understanding and engaging in a prescriptive weight training program focusing on the core | 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 | | 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/Perfor mance | 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 | 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 | | 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 | | 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 canacity 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 | | 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/Perfor mance | 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 canacity 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 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 (Spring) | Pre and Post Test | 66% of 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 | 3 | 2 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 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | canacity at an advanced level 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 201.3 | Weight Training III | SLO 1 | and aerobic canacity at an advanced Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | 95% of all students Improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 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 2 | and aerobic capacity at an advanced Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 8 | 8 |
| Discipline - Fitness | FITN 201.3 | Weight Training III | SLO 2 | exercises at an advanced level. Demonstrate knowledge of various exercises at an advanced level. | 2016 - 2017 (Spring) | Other | various exercises. All students demonstrated knowledge of various exercises | 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 201.3 | Weight Training III | SLO 2 | Demonstrate knowledge of various exercises at an advanced level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | All students demonstrated knowledge of various exercises at an advanced level. | Achieved Goal | 3 | 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 2 | Demonstrate knowledge of various exercises at an advanced level. | 2017 - 2018 (Fall) | Other | All students demonstrated knowledge of various exercises at an advanced level. | Achieved Goal | 2 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 1 | and aerohic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level | (Spring) | Pre and Post Test | 99% 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. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 1 | and aerobic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 1 | and aerobic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | This student improved on one or more of the fitness assessments. | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 2 | and aerobic canacity at an expert level Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 2 | 2 |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 2 | exercises at an expert level. Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Spring) | Other | various exercises All students demonstrated knowledge of various exercises | Achieved Goal | 4 | 4 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 2 | Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | There were no students enrolled in this section | Inconclusive | 0 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 201.4 | Weight Training IV | SLO 2 | Demonstrate knowledge of various exercises at an expert level. | 2017 - 2018 (Fall) | Other | This student demonstrated knowledge of various exercises at an expert level. | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.1 | Boot Camp I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at a heginning | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 11 | 10 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.1 | Boot Camp I | SLO 2 | Demonstrate knowledge of various exercises at a fundamental level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 11 | 11 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.2 | Boot Camp II | SLO 1 | Improve body composition, range o motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an | F 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. |
| Discipline - Fitness | FITN 235.2 | Boot Camp 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 | 7 | 7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.3 | Boot Camp III | SLO 1 | At an advanced level, improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.3 | Boot Camp III | SLO 2 | At an advanced level, demonstrate knowledge of various exercises. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.4 | Boot Camp IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 3 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 235.4 | Boot Camp IV | SLO 2 | and aerohic canacity at an expert level Demonstrate knowledge of various exercises optimizing maximum heart rate and achieving muscular fatigue. | 2016 - 2017 (Fall) | 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 301.1 | Spinning I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% 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 301.1 | Spinning I | SLO 2 | and aerohic canacity at a heginning Demonstrate knowledge of various exercises at a beginning level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 19 | 19 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 301.2 | Spinning II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 301.2 | Spinning II | SLO 2 | and aerobic canacity at an Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 301.3 | Spinning III | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Discipline - Fitness | FITN 301.3 | Spinning III | SLO 2 | and aerobic capacity at an advanced Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Discipline - Fitness | FITN 301.4 | Spinning IV | SLO 1 | exercises at an advanced level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 301.4 | Spinning IV | SLO 2 | and aerobic canacity at an expert level Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 332.1 | Stretching and Flexibility I | SLO 1 | At a beginning level, improve one or more of the following: range of motion, body composition, resting heart rate, strength and endurance | 2016 - 2017 (Fall) | Pre and Post Test | 75% of students improved t a beginning level in one or more of the following: range of motion, body composition, resting heart rate strength and endurance and aerobic | Achieved Goal | 32 | 24 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 332.1 | Stretching and Flexibility I | SLO 2 | At a beginning level, demonstrate knowledge of various exercises. | 2016 - 2017 (Fall) | Other | 93% of students demonstrated knowledge of various exercises at a beginning level. | Achieved Goal | 32 | 30 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Discipline - Fitness | FITN 334.1 | Yoga I | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 334.1 | Yoga I | SLO 2 | and aerobic canacity at a heginning 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. |
| Discipline - Fitness | FITN 334.2 | Yoga II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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. |
| Discipline - Fitness | FITN 334.2 | Yoga II | SLO 2 | and aerobic canacity at an 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. |
| Discipline - Fitness | 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 | 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. |
| Discipline - Fitness | 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. |
| Discipline - Fitness | 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. |
| Discipline - Fitness | 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. |
| Discipline - Fitness | 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 | 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. |
| Discipline - Fitness | 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. |
| Discipline - Fitness | 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. |
| Discipline - Fitness | FITN 335.2 | Pilates II | SLO 2 | | 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. |
| Discipline - Fitness | FITN 335.3 | Pilates III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity 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. |
| Discipline - Fitness | FITN 335.3 | Pilates III | SLO 2 | and aeronic ranactivist an anyanced 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. |

| 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 | | 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 | 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 | | 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 6 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 | | 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 | earning C or hatter 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, 1) | 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 | | 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 | | 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.) | | 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 (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. | | 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 | Itonics 1 through 16.1 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 | | 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. | | 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 | 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) | | earning C or hetter 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 | | 2016 - 2017 | Assignment/Project | Students who completed the class with a C | Achieved Goal | 42 | 35 |
| Discipline - History | HIST 100 | History of Western Civilization I | SLO 1 | | (Spring) 2016 - 2017 (Fall) | | or better met this SLO. students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disagregrate 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 | with the second second second second | 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) | | students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disagregrate 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) | | students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disagregrate 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) | | students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disagregrate 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) | | 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% 1do not know why students would choose to not turn in an assignment, but perhaps | | 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) | | they needed more guidance. I have 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 | | 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 | they needed more guidance. I have 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 | | 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 | to not turn in an assignment, but perhaps they needed more guidance. I have 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% | 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 | I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have 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% | | 94 | 45 |
| Discipline - History | HIST 201 | United States History I | SLO 7 | | 2016 - 2017 (Fall) | Essay | 1/2% I do not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have 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 | | 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 Did Not Achieve Goal 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. | 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 Achieved Goal 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. | 36 | 32 Overall, students demonstrated the ability to analyze major political trends, attitudes, conflicts and eventsincluding 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% Inconclusive "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 | 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 | they needed more guidance. I have students overall did well on this SLO (72% Achieved Goal "succeeded") – without demonstrating a before/after through prior exams, it is difficult to see where exactly students fell short of these concepts | 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% Inconclusive "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 | 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | they needed more guidance. I have 90% of students earned their American Red Achieved Goal Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 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 | aid Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid | 2016 - 2017 (Spring) | Presentation/Perfor mance | aird 994% of students earned their American Red Achieved Goal Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aird | 34 | 34 Based on the assessment results SLO's are appropriate and no further action is necessary at this time |
| 1 | | | | | | | | | |

| 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 | 2017 - 2018 (Fall) | Presentation/Perfor mance | 88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 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 | aid 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/Perfor mance | aid 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 | g 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 | g 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 | Achieved Goal | 20 | 20 100% of students achieved this SLO. No "next steps" needed. |
| Discipline - Kinesiology | KINE 126 | Pilates Reformer Instructor Training | 3 SLO 3 | Plan a safe and effective Pilates Reformer class. | 2016 - 2017 (Spring) | Exam | during final naratiral teaching 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 Trainin | ng SLO 1 | Perform proper Reformer equipment set up. | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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 Trainin | ng SLO 2 | Demonstrate skill and knowledge of the Pilates Apparatus Exercises. | 2016 - 2017 (Fall) | Presentation/Perfor mance | 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and | Achieved Goal | 25 | 25 Methods of instruction are achieving positive results. |
| Discipline - Kinesiology | KINE 127 | Pilates Apparatus Instructor Trainin | ig SLO 3 | Plan and teach a safe and effective Pilates Apparatus class. | 2016 - 2017 (Fall) | Exam | on naner exams 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/Perfor mance | 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 | : 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 | during shalf specified 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 Discipline - Library | LIBR 100 | Introduction to Library Research Introduction to Library Research | SLO 1 | Summarize the information need and create a thesis statement and revise the statement with a manageable Demonstrate that sources used for a research project or annotated bibliography are pertinent for the chosen topic. | | | program review 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. | | 20 | 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 one 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. | | 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. |

| | | | | citation using the rules of an appropriate citation style. | | correct citations in the correct citation style 87.5% of the time | • | | 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 2017 - 2018 (Fall) 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, | Assignment/Project | program review | Achieved Goal | 17 | 17 |
| Discipline - Literature | LIT. 105 | The Bible as Literature | SLO 2 | Present a critical, independent analysis 2017 - 2018 (Fall) of themes in one or more works of the Bible and Apocrypha in the form of a | Assignment/Project | program review | Achieved Goal | 17 | 17 |
| Discipline - Literature | LIT. 151 | Shakespeare | SLO 1 | project paper or presentation Demonstrate familiarity with a variety 2017 - 2018 (Fall) of representative works from Shakespeare, identifying major | Assignment/Project | program review | Achieved Goal | 22 | 21 |
| Discipline - Literature | LIT. 151 | Shakespeare | SLO 2 | literary cultural and historical Present a critical, independent analysis 2017 - 2018 (Fall) of themes in one or more works of Shakespeare in the form of a project, | Assignment/Project | program review | Achieved Goal | 22 | 20 |
| Discipline - Literature | LIT. 201 | American Literature I | SLO 1 | naner or presentation Demonstrate familiarity with a variety 2016 - 2017 (Fall) of representative works of American literature from the 1490s through the 1870s, identifying major literary, | Essay | One section assessed | Achieved Goal | 24 | 22 |
| Discipline - Literature | LIT. 201 | American Literature I | SLO 2 | cultural and historical thampse Present a critical, independent analysis 2016 - 2017 (Fall) of themes in one or more works of American literature from the 1490s through the 1870s in the form of a | Essay | One section assessed | Achieved Goal | 24 | 22 |
| Discipline - Literature | LIT. 430 | Greek Mythology and Classical Literature | SLO 1 | permiant paper or presentation Demonstrate familiarity with a variety 2016 - 2017 of representative works from Greek (Spring) mythology and Greek classical literature, identifying major literary, cultural and historical themes | 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 2016 - 2017 of themes in one or more works of (Spring) Greek mythology or Greek classical literature in the form of a project, | Assignment/Project | see program review | Achieved Goal | 25 | 24 |
| Discipline - Literature | LIT. 809 | Bible as Literature | SLO 1 | naner, or presentation identify standard forms of literature in 2017 - 2018 major works of the Bible and the (Spring) Apocrypha, including narrative, | Assignment/Project | program review | Achieved Goal | 2 | 2 |
| Discipline - Literature | LIT. 809 | Bible as Literature | SLO 2 | nontry drama anictle atr 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 | Assignment/Project | program review | Achieved Goal | 2 | 2 |
| Discipline - Literature | LIT. 823 | American Literature I | SLO 1 | Demonstrate an understanding of the 2016 - 2017 (Fall) contexts-historical, intellectual, social, and cultural- of a broad range of American literature form the 1490s | Discussion | One section assessed | Achieved Goal | 1 | 1 |
| Discipline - Literature | LIT. 830 | Greek Mythology and Classical Literature | SLO 1 | through the 1870c Discuss knowledgeably the cultural 2016 - 2017 and historical context of Greek (Spring) mythology and classical | Assignment/Project | see program review | Achieved Goal | 2 | 2 |
| Discipline - Literature | LIT. 830 | Greek Mythology and Classical Literature | SLO 2 | Discuss knowledgeably the relevance 2016 - 2017 of classical Greek literature and culture (Spring) to Western Civilization | 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 2016 - 2017 a selection of literary works (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 2016 - 2017 wide range of literature (Spring) | Assignment/Project | see program review | Achieved Goal | 2 | 2 |
| Discipline - Managment | MGMT 220 | Organizational Behavior | SLO 1 | Articulate the broad range of 2016 - 2017 (Fall) management issues affecting organizational success and sustainability today. | 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. | | 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. |
| | | | | | | | | | |

Interpret / Construct a bibliographic 2016 - 2017 (Fall) Assignment/Project Students were able to create proper and Achieved Goal

correct citations in the correct citation style

10

9 Students continue to struggle with the high level of

detail required to create citations but the results are

Discipline - Library

LIBR 100

Introduction to Library Research SLO 6

citation using the rules of an

| Discipline - Managment | 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 | (Spring) | Discussion | This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry. | t Achieved Goal | 29 | 25 This SLO duplicates the first SLO. Suggest it be dropped as a duplicate entry. |
|--------------------------|----------|-----------------------------|-------|---|-------------------------|------------------|--|-----------------|----|--|
| Discipline - Managment | MGMT 220 | Organizational Behavior | SLO 3 | individuals teams and grouns 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 | Achieved Goal | 29 | 25 Review current SLOs for updating. |
| Discipline - Managment | 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 - Managment | 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. | | 29 | 25 |
| Discipline - Managment | MGMT 220 | Organizational Behavior | SLO 6 | Demonstration Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individua | 2016 - 2017 (Spring) | Forum | Still were able to articulate required from: 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 - Managment | 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 - Managment | 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 - Managment | 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 materiall |
| Discipline - Managment | 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 - Managment | MGMT 235 | Fundamentals of Supervision | SLO 5 | State own personal supervisory skills using subject matter assessment tools | | 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 - Managment | 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-1, values for key angles, properties (e.g., periodicity and domain and range), basic identities for the six | 2017 - 2018 (Fall) | Other | see attached | Achieved Goal | 32 | 30 |

| Discipline - Mathematics | MATH 130 | Analytical Trigonometry | SLO 1 | State and apply correctly the | 2017 - 2018 | Exam | 96% on this question | Achieved Goal | 27 | 26 |
|--------------------------|----------|---------------------------------------|--------|---|-------------------------|--------------------|---|----------------------|-----|---|
| Discipline - Matnematics | MATH 130 | Analytical Trigonometry | 510 1 | State and apply correctly the definitions (unit circle, right triangle, and x-y-r), values for key angles, properties (e.g. periodicity and domair and range), basic identities for the six | (Spring) | Exam | 96% on this question. | Acnieved Goal | 21 | 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 | 2017 - 2018 (Fall) | Other | see attached | Achieved Goal | 32 | 29 |
| Discipline - Mathematics | MATH 130 | | 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 | | 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 couse is based on data, so it is very important that | Achieved Goal | 23 | 19 Continue collecting data. First semester to collect data for matn 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 measuremnt (is the assessment question too hard?) reassess soon increase aount of time spend on this tast. |
| 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 learing 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. | | 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- elemProbability>&>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 | | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Discipline - Mathematics | | | | values. | | | | | | |
| | MATH 200 | Elementary Probability and Statistics | SLO 11 | values. 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- elemProbability>&>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 | illerius. Identify the basic concept of hypothesis testing including Type I and II errors. | 2016 - 2017 I (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 | 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 | whom will pass at the end of the semester. 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- elemProbability>&>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 | 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 | the related nuestions. 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 | Achieved Goal | 85 | 44 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics SLO 13 | Formulate hypothesis tests involving samples from one and two | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 43 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics SLO 13 | populations. Formulate hypothesis tests involving samples from one and two populations. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics SLO 14 | | 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 | 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 | weehal with commany information or 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | 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 psecific 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. | | 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) | | 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- elemProbability>&>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. | | 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 | 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, | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 50 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics SLO 16 | nsurhalnav lifa srianna haalth Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, nsurhalnav lifa sriance, health | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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. | 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 | see attached to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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 | advantages. 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 |
| Discipline - Mathematics | 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 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics SLO 5 | Identify the standard methods of obtaining data and identify | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics SLO 6 | advantages. 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 | 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 | whom will pass at the end of the semester. see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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. | 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 59 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics | SLO 8 | Central Limit Theorem Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Discipline - Mathematics | MATH 200 | Elementary Probability and Statistics | SLO 9 | Central Limit Theorem 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 |
| Discipline - Mathematics | 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 |
| Discipline - Mathematics | 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 |
| 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- elemProbability>&>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 | 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 | 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. | | | 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. | | | 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 | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 13 |
| Discipline - Music | MUS. 100 | Fundamentals of Music | SLO 1 | economics applications. 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. | | 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 methodshomework, music theory.net assignments, MUS 100 AA (21 students): 70% of the class scored 80% or higher, showing proficiency in using keys up to 5 sharps and flats. Assessment methods-homework, music theory.net assignments, quizzes, final exam. Harmonic and melodic minor were also covered. SLO objective was fulfilled. | | 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 methodshomework, music theory, net assignments, MUS 100 AA (21 students): To assess this I am differentiating between simple and compound. | | 43 | 31 |
| | | | | | | | 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. | | | |
| Discipline - Music | MUS. 100 | Fundamentals of Music | SLO 4 | Read treble and bass clef musical | 2016 - 2017 (Fall) | Other | 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 MUS 100 AA (21 students): 100% of | Achieved Goal | 43 | 43 |
| | | | | notation from C2 to C6. Locate treble and bass clef notes on piano keyboard | | | 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. | | | |
| 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 aurallities. 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 haif the class received a 70% of 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%. | | 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 | Assignment/Project | program review | Did Not Achieve Goal | 22 | 12 |
|--------------------|----------|------------------|-------|---|------------------------------|---|----------------------|----|---|
| Discipline - Music | MUS. 111 | Musicianship I | SLO 2 | identifying mualities, inversions, and Demonstrate the ability to "audiate" a 2016 - 2017 (Fall musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos; sight singing melodies featuring leaps within | Presentation/Perfor mance | 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 2017 - 2018 (Fall musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos, sight singing melodies featuring leaps within | 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 | 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 | Common diaconic progressions with 2 of audiate" a musical score by: sight reading and (spring) performing rhythms with subdivided beats in simple and compound meters, sight singing melodies in major and minor keys featuring leaps | 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 2016 - 2017 (Fall 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 | 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. | | 8 | 7 |
| Discipline - Music | MUS. 113 | Musicianship III | SLO 2 | Identifying and transcribing 4-past Demonstrate the ability to "audiate" a Dustination of "audiate" a | Presentation/Perfor mance | 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 | 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 Taudiate? a 2016 - 2017 musical score by: a) sight reading and (Spring) 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 | Presentation/Perfor mance | 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 2016 - 2017 (Fall) meters and compose rhythms accurately in both simple and | Exam | 90% of students showed strong comprehension for this subject. Only 2 students received 70% or lower on this | 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 | Assignment/Project | | 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 | 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 | an octavel: and 4 all muslities of triads FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to | | Assignment/Project | program review | Achieved Goal | 23 | 19 |
| Discipline - Music | MUS. 131 | Harmony I | SLO 3 | an octaval: and A all qualities of triads | 2016 - 2017 (Fall) | Fxam | This question related to composing | Achieved Goal | 21 | 17 |
| Discipline - Music | MUS. 131 | Harmony I | SLO 3 | melodies, and analyze phrase | | Assignment/Project | sequences and transposition. 77% received | Achieved Goal | 23 | 23 |
| · | | , | | melodies, and analyze phrase | | | | | | |
| 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 Pon Symbols | 2017 - 2018 (Fall) | Assignment/Project | | Achieved Goal | 23 | 18 |
| Discipline - Music | MUS. 132 | Harmony II | SLO 1 | Analysis: Conduct harmonic and | 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 | | 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 |
| 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 | | 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 | both modulating and non-modulating, including non-dominant 7ths, | 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 chord progressions demonstrating knowledge of the diatonic harmonic model and | 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 | following proper 4-nart voice leading 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: Analyse music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced modulators 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 | | 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 | 60% acheived 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 | | 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 polychords and pon-tertian sonorities | 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 concepts learned | 2016 - 2017 (Spring) | Presentation/Perfor mance | Every student succeeded well, demonstrating solid ability to apply concepts 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 | | Exam | All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall) | | 9 | 9 |
|--------------------|----------|-------------------------------|-------|---|-------------------------|--------------------|---|---------------|----|--|
| Discipline - Music | MUS. 202 | Music Listening and Enjoyment | SLO 1 | recognize musical style characteristics such as classical, folk, popular, jazz, | 2017 - 2018 (Fall) | | | Achieved Goal | 33 | 23 |
| Discipline - Music | MUS. 202 | Music Listening and Enjoyment | SLO 2 | and world music. 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 | | 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 | | 2016 - 2017 (Fall) | | 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) | | 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 | | 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) | | 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) | | 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) | | 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) | | 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) | | 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) | , , | 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 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 |
| 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 stylictically appropriately. | 2016 - 2017 (Fall) | Presentation/Perfor mance | There were two main student performances (recitals) during the semester. All students demonstrated very appropriate stylictic interpretations of their | 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 keyboard composers 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 stylictic performance of a keyboard work | 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) | | 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: Th Classical Era | e SLO 1 | | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 |
| Discipline - Music | MUS. 315 | Piano Literature & Performance: Th Classical Era | e SLO 2 | Demonstrate as general understanding of the style of the classical period as it relates to keyboard technique, main keyboard composers and literature | | Pre and Post Test | | Achieved Goal | 16 | 12 |
| Discipline - Music | MUS. 315 | Piano Literature & Performance: Th Classical Era | e SLO 3 | Demonstrate knowledge of various | 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: Th Romantic Era | e 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 16 | 15 |
|----------------------|----------|---|-------|---|--------------------|---------------------------|--|---------------|----|---|
| | | | | romantic period as it relates to keyboard technique, main keyboard composers, and literature | | | | | | |
| 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) | | 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/Perfor mance | 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/Perfor mance | 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 nations | 2017 - 2018 (Fall) | Presentation/Perfor mance | 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) | mance | 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) | | 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) | mance | 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. |
| 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 | | 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 | | 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 | 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 | | 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 | | 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 | 2017 (Summer) | Presentation/Perfor mance | 100% met. Students performed physical assessment in simulation | Achieved Goal | 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 | multisystem physical assessment 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/Perfor mance | 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 | | 2016 (Summer) | Exam | Students completed exams on this toic | Achieved Goal | 49 | 45 |
| Discipline - Nursing | NURS 630 | Introduction to Medical Terminology | SLO 2 | | 2016 (Summer) | Exam | Students completed exams on this topic | Achieved Goal | 49 | 45 |
| Discipline - Nursing | NURS 630 | Introduction to Medical Terminology | SLO 3 | | 2016 (Summer) | Exam | Students completed exams on this topic | Achieved Goal | 49 | 45 |
| Discipline - Nursing | NURS 666 | Career Exploration in Nursing | SLO 1 | | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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) | | nrohlam All arruns curressfully 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/Perfor mance | Students work in groups to develop power point presentations. All students | 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 | completed this 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 | | 18 | 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 | | 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 | (Spring) | Presentation/Perfor mance | 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 neitheral IV and ther | | Presentation/Perfor mance | 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) | to start a nerinheral IV and other Using the SBAR format, demonstrate effective skills in communicating information, advice and professional oninion to colleagues | 2016 (Summer) | Presentation/Perfor mance | Students present an SBAR report on each other, following specific guidelines. This occurs during the first class#00% 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: SLO 2 Medical Surgical Nursing | Use the nursing process, which emphasizes critical thinking, independent judgment and continua evaluation as a means to determine nursing activities. (Program SLO #2) a Using the nursing process, develop a comprehensive acute care CSM | | | 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: SLO 2 Medical Surgical Nursing | format/Electronic Health Record in Use the nursing process, which emphasizes critical thinking, independent judgment and continua 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 | | 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: SLO 2 (Arch Medical Surgical Nursing 2016) | | 2016 (Summer) | Presentation/Perfor mance | Students present information gathered and assembled in small group format and relay the information to the larger group. 200% of the students enrolled will perform this tack 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: SLO 2 (Arch Medical Surgical Nursing 2016) | ved Using the nursing process, develop a comprehensive acute care CSM worksheet in preparation for MS | 2016 - 2017 (Spring) | Assignment/Project | | Achieved Goal | 25 | 25 Goal achieved. Now using Sim Charts |
| Discipline - Nursing | NURS 815 | Transition from 1st Year to 2nd Year: SLO 3 Medical Surgical Nursing | 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 | | Presentation/Perfor mance | 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: SLO 3 Medical Surgical Nursing | 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 | | 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: SLO 5 (Arch Medical Surgical Nursing 2016) | ved Use proper technique to start a peripheral IV. | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 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 | | 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 | 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 |
| 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 | 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 |
| 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 | 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 |
| Discipline - Paleontology | PALN 111 | Paleontology Laboratory/Field SLO 2 Studies | 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. |
| Discipline - Paleontology | PALN 111 | Paleontology Laboratory/Field SLO 4 Studies | Interpret geologic maps, cross section and stratigraphic columns. | ns 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 |
| Discipline - Political Science | PLSC 110 | Contemporary Foreign Governments SLO 1 | Discuss various regime types and thei central features. | ir 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 | s 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 | s SLO 3 | Critically analyze political theories and ideologies regarding the stability of regimes and transitions from one | 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 | s 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 | s 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 Fresidency quiz 88% average grade of highest graded attempts on Bresidency 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 Polítics | 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) | | 92265 - American Politics 29 students 1. Criteria: Earned a passing grade of 70% or greater on discussion forum on school integration •10/29=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 78% average grade of highest graded attempts on Political Parties quiz 84% average grade of highest graded attempts on Political Parties 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) | | attempts on News Media quiz Assessed Fail 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 are 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 88% average grade of highest graded attempts on Presidency quiz 88% average grade of highest graded attempts on Presidency quiz 87% average grade of highest graded attempts on Presidency 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) | | | 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 | 2016 - 2017 (Fall) | | | Inconclusive | 29 | 29 100% success rate on voter registration assignment but only 66% achieved criteria on political |
| | | | | participation in the political system. | | | Criteria: Earned a passing grade of 70% or greater on political participation assignment | | | participation assignment. Need to improve student preparation for 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 | 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 | psychology: Compare and contrast different explanations of human and animal | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 356 |
| Discipline - Psychology | PSYC 100 | General Psychology | SLO 3 | behavior; Critically evaluate claims and evidence | 2016 - 2017 (Fall) | | Program Review | Achieved Goal | 450 | 300 |
| Discipline - Psychology | PSYC 100 | General Psychology | SLO 4 | in psychological research; Describe biological aspects of human | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 450 | 310 |
| Discipline - Psychology | PSYC 100 | General Psychology | SLO 5 | behavior; Demonstrate knowledge of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 396 |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 1 | scientific method and experimental Identify and distinguish theoretical | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 32 |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 2 | approaches to the study of Identify and distinguish strengths and | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 28 |
| | | | | weakness of scientific method as applied to examination of issues in | | | | | | |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 3 | models describing topics examined in | 2016 - 2017 (Fall) | | See program review | Achieved Goal | 40 | 27 |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 4 | psychology to real world concerns; | 2016 - 2017 (Fall) | | See program review | Achieved Goal | 40 | 31 |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 5 | behavior and mental processes; | 2016 - 2017 (Fall) | | See program review | Achieved Goal Achieved Goal | 40 | 25 35 |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 6 | Use scientific terminology in reference to cognitive aspects of behavior and | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 35 |
| Discipline - Psychology | PSYC 105 | Experimental Psychology | SLO 7 | mental processes; 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 | | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 36 |
| Discipline - Psychology | PSYC 110 | Courtship, Marriage and the Family | SLO 1 | nricrescing models: Identify major Marriage & Family sociological and psychological theories, research, assessments, and applications to the social institution of | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 28 |
| Discipline - Psychology | PSYC 110 | Courtship, Marriage and the Family | SLO 2 | the family; examining the basic dimensions of activities and Identify the family from a cross- cultural, political, and historical | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 32 |
| | | | | perspective; applying the theories, research, assessments, and applications to student personal | | | | | | |
| Discipline - Psychology | 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) | | 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, | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 31 |
| Discipline - Psychology | PSYC 110 | Courtship, Marriage and the Family | SLO 7 | and family plans. Plan and execute a team presentation dramatizing key course insights on effective communication, | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 33 |
| Discipline - Psychology | PSYC 121 | Basic Statistical Concepts | SLO 1 | relationshins, and sexuality Critically evaluate claims relating to psychology and behavioral sciences | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 18 |
| Discipline - Psychology | PSYC 121 | Basic Statistical Concepts | SLO 2 | research generally; Evaluate with precision scientific evidence; | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 15 |
| i | | | | endence, | | | | | | |

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

| 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, | | 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; | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 35 | 25 |
| Discipline - Psychology | PSYC 225 | Theories of Personality | SLO 3 | identifuine kev ideas on Personality of 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, | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 30 | 27 |
| Discipline - Psychology | PSYC 300 | Social Psychology | SLO 2 | research and annications Apply the theories, research, and applications to self and to others; identifying biological and cultural influence on social hehavior | 2016 - 2017 (Fall) | | 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 | | Survey | See program review | Achieved Goal | 30 | 20 |
| Discipline - Psychology | PSYC 300 | Social Psychology | SLO 4 | | 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 | | 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Discipline - Psychology | PSYC 410 | Abnormal Psychology | SLO 2 | describe abnormal behavior. Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of psychological disorders | | 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 43 |
| Discipline - Psychology | PSYC 410 | Abnormal Psychology | SLO 4 | current DSM classification system. Demonstrate knowledge of assessment measures and their | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Discipline - Psychology | PSYC 410 | Abnormal Psychology | SLO 5 | applications within the field of Compare and contrast core theories and treatment modalities as applied to | | Survey | See Program Review | Achieved Goal | 55 | 44 |
| Discipline - Psychology | PSYC 410 | Abnormal Psychology | SLO 6 | maior psychological disorders. Demonstrate the ability to apply the | | | See Program Review | Achieved Goal | 55 | 48 |
| Discipline - Sociology | SOCI 100 | Introduction to Sociology | SLO 1 | course concepts to case studies. 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 2016 (Summer imagination to a variety of contemporary social phenomena. | 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 2016 (Summer) development of Sociology as a | 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 2016 (Summer) development of Sociology as a | 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 2016 (Summer) research methods. | 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. | 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 2016 (Summer) concepts. | 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 2016 (Summer) dimensions of social inequality and | 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 | social change in historical and Assess what social forces and 2016 (Summer) organizational structures are most prominent in shaping, guiding and influencing individual and group | 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 | hebasilor in contemporary society Communicate in Spanish in everyday 2016 - 2017 (Fa situations. | ll) 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. |
| Discipline - Spanish | SPAN 110 | Elementary Spanish | SLO 1 | Communicate in Spanish in everyday 2016 - 2017 situations. (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 2016 - 2017 (Fa values, behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. | ll) 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. |
| Discipline - Spanish | SPAN 110 | Elementary Spanish | SLO 2 | Compare and contrast his/her own 2016 - 2017 values, behaviors and worldviews with (Spring) those of Spanish-speaking cultures discussed in the course and text. | Essay | 33of 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 2016 - 2017 (Fa Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | ll) 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. |
| Discipline - Spanish | SPAN 110 | Elementary Spanish | SLO 3 | Produce and interpret oral and written 2016 - 2017 Spanish at approximately an (Spring) Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | 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 | 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 2016 - 2017 (Fa situations. | ll) 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 | 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 2016 - 2017 (Fa values behaviors and worldviews with those of Spanish-speaking cultures discussed in the course and text. | ll) 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 | 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 2016 - 2017 (Fa Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | ll) 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 | Achieved Goal | 2 | 2 |
| Discipline - Spanish | SPAN 120 | Advanced Elementary Spanish | SLO 1 | Communicate in Spanish in everyday 2016 - 2017 (Fa situations that require one to: use the present indicative tenses; describe past events using the preterit; and use the subjunctive mood. | ll) 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. |
| Discipline - Spanish | SPAN 120 | Advanced Elementary Spanish | SLO 1 | Communicate in Spanish in everyday 2016 - 2017 situations that require one to: use the (Spring) present indicative tenses; describe past events using the preterit; and use the subjunctive mood. | 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 | 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. |

| C | 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) | | 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. | | | 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) | | 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 ACTEL (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. |
| P | 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. |
| P | Program - Accounting (AA) | ACTG 100 | Accounting Procedures | SLO 2 | Record transactions for a small business, including the sales cycle, | 2016 - 2017 (Spring) | Exam | Objective not met | Did Not Achieve Goal | 104 | 64 Spend additional time on this topic to ensure student understanding. |
| P | Program - Accounting (AA) | ACTG 100 | Accounting Procedures | SLO 3 | purchasing cycle and payroll 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. |
| P | 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. |
| P | 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. |
| P | 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. |
| P | Program - Accounting (AA) | ACTG 103 | Ten-Key Skills | SLO 1 | | 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. |
| P | 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. |
| P | 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. |
| P | 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. |
| P | 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. |
| P | 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. |
| P | Program - Accounting (AA) | ACTG 121 | Financial Accounting | SLO 6 | Identify and analyze ethical standards | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 251 | 201 Continue to work with students to ensure student success. |
| | Program - Accounting (AA) | | | | | | | | | | |
| P | | 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 Managerial Accounting | SLO 1 | terminology Decision making: Describe how managers use managerial accounting | (Spring) 2016 - 2017 | Exam | Objective met Objective met | Achieved Goal Achieved Goal | | |
| P | | | | | terminology Decision making: Describe how managers use managerial accounting information to make decisions Discounted cash flow: Perform time value of money analysis using the | (Spring) 2016 - 2017 (Spring) | | | | 215 | success. 143 Continue to work with students to ensure student |
| P | Program - Accounting (AA) | ACTG 131 | Managerial Accounting | SLO 2 | terminology Decision making: Describe how managers use managerial accounting information to make decisions Discounted cash flow: Perform time value of money analysis using the discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 215 | success. 143 Continue to work with students to ensure student success. 178 Continue to work with students to ensure student |
| P | Program - Accounting (AA) Program - Accounting (AA) | ACTG 131 | Managerial Accounting Managerial Accounting | SLO 2 SLO 3 | terminology Decision making: Describe how managers use managerial accounting information to make decisions Discounted cash flow. Perform time value of money analysis using the discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional orsanizations Menus and Icons: Demonstrate activating QuickBooks and using | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 | Exam Exam | Objective met Objective met | Achieved Goal | 215 | success. 143 Continue to work with students to ensure student success. 178 Continue to work with students to ensure student success. 172 Continue to work with students to ensure student |
| P P | Program - Accounting (AA) Program - Accounting (AA) Program - Accounting (AA) | ACTG 131 ACTG 131 ACTG 131 | Managerial Accounting Managerial Accounting Managerial Accounting QuickBooks: Set-up and Service | SLO 2 SLO 3 SLO 4 | terminology Decision making: Describe how managers use managerial accounting information to make decisions Discounted cash flow: Perform time value of money analysis using the discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional orranizations Menus and Icons: Demonstrate | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 | Exam Exam Exam Assignment/Project | Objective met Objective met | Achieved Goal Achieved Goal Achieved Goal | 215 215 215 | success. 143 Continue to work with students to ensure student success. 178 Continue to work with students to ensure student success. 172 Continue to work with students to ensure student success. |
| P P P | Program - Accounting (AA) Program - Accounting (AA) Program - Accounting (AA) Program - Accounting (AA) | ACTG 131 ACTG 131 ACTG 131 ACTG 144 ACTG 144 ACTG 144 | Managerial Accounting Managerial Accounting Managerial Accounting QuickBooks: Set-up and Service Business QuickBooks: Set-up and Service | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 SLO 3 | terminology Decision making: Describe how managers use managerial accounting information to make decisions Discounted cash flow: Perform time value of money analysis using the discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional organizations Menus and Icons: Demonstrate activating QuickBooks and using menus and icons to access software Data Files: Create a data file using QuickBooks Transaction Analysis: Record all bookkeeping transactions for a small service business using QuickBooks | (Spring) 2016 - 2017 (Spring) | Exam Exam Exam Assignment/Project Assignment/Project Assignment/Project | Objective met Objective met Students met the objective. Students met the objective. | Achieved Goal Achieved Goal Achieved Goal | 215 215 215 15 15 | success. 143 Continue to work with students to ensure student success. 178 Continue to work with students to ensure student success. 172 Continue to work with students to ensure student success. 15 Continue to support students to ensure success. |
| F F F | Program - Accounting (AA) | ACTG 131 ACTG 131 ACTG 131 ACTG 144 ACTG 144 | Managerial Accounting Managerial Accounting Managerial Accounting QuickBooks: Set-up and Service Business QuickBooks: Set-up and Service Business QuickBooks: Set-up and Service | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 | terminology Decision making: Describe how managers use managerial accounting information to make decisions. Discounted cash flow: Perform time value of money analysis using the discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional organizations. Menus and Icons: Demonstrate activating QuickBooks and using menus and Icons to access software Data Files: Create a data file using QuickBooks. Transaction Analysis: Record all bookkeeping transactions for a small | (Spring) 2016 - 2017 (Spring) | Exam Exam Exam Assignment/Project Assignment/Project Assignment/Project | Objective met Objective met Students met the objective. Students met the objective. | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 215 215 215 15 | success. 143 Continue to work with students to ensure student success. 178 Continue to work with students to ensure student success. 172 Continue to work with students to ensure student success. 15 Continue to support students to ensure success. 15 Continue to support students to ensure student success. 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 | 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 | menus and icons to access software Data Files: Set up and prepare payroll for a small business using QuickBooks | | 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 | | 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 | merchandising business using Financial Statements: Prepare financia 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 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 161 | Intermediate Accounting I | SLO 1 | | 2016 - 2017 | Exam | Students met the goal. | Achieved Goal | 20 | 19 Students successfully met this goal. |
| Program - Accounting (AA) | ACTG 161 | Intermediate Accounting I | SLO 2 | terminology Apply rules: Apply the rules issued by authoritative standard setting bodies | (Spring) 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 | 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 (AA) | ACTG 161 | Intermediate Accounting I | SLO 4 | Financial statements: Prepare financial | | Exam | Students met this objective. | Achieved Goal | 20 | 18 Objective has been met. |
| Program - Accounting (AA) | ACTG 161 | Intermediate Accounting I | SLO 5 | statements Ethics: Identify and analyze ethical standards issued by professional | (Spring) 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 | organizations Terminology: Define commonly used | 2016 - 2017 | | 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 | | (Spring) 2016 - 2017 | 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 | authoritative standard setting bodies Valuation: Value assets, liabilities, | (Spring) 2016 - 2017 | 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 | equities, revenues and expenses Financial statements: Prepare financial | (Spring) 2016 - 2017 | 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 | statements Ethics: Identify and analyze ethical standards issued by professional | (Spring) 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 | organizations Terminology: Define commonly used terminology | | 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 | 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 3 | Decision making: Demonstrate the use of cost and management accounting information for planning, decision- | 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 | making and control Ethics: Identify and analyze ethical standards issued by professional | 2016 - 2017 (Fall) | 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 | organizations Gather, identify, examine, sort, and classify information required for filing | 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 | individual income tax returns Explain elements of the tax law pertaining to the scope of VITA | 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 | program tax returns 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 4 | Demonstrate the features of the TaxWise software and how to access | 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 | above by preparing multiple simple | 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 | income tax returns 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 7 | Complete the tax law questions on the IRS Certification Test using the resources identified above; and the tax | (Spring) | Exam | Objective met | Achieved Goal | 26 | 24 Continue to work with students to ensure student success. |
| Program - Accounting (AA) | ACTG 181 | Taxation of Individuals Using Tax Software | SLO 1 | return questions using TayMise Understand and explain basic Federal and California income tax law, theory, and practice for individuals. | | 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 | 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 2 | Demonstrate competency in preparing Forms 1040EZ, 1040, 1040A and the most commonly used schedules and the related California tax forms. | | 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 | 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 SLO 3 Software | Calculate gross income and exclusions. 201 (Sp | 116 - 2017 pring) | | 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 SLO 4 Software | | 116 - 2017 oring) | | 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 SLO 5 Software | Calculate itemized deductions 201 (Schedule A), self-employed business (Spincome (Schedule C), sale of property (Schedule D), rental income (Schedule E) and tax credits. | | | 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 SLO 6 Software | Calculate additional taxes and 201 penalties pursuant to Affordable Care (Sp Act (Obamacare). | | | 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 SLO 7 Software | | 116 - 2017 oring) | | 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 SLO 1 Using Tax Software | Explain the role and expectations of a 201 fiduciary for a trust or estate | 17 - 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 SLO 2 Using Tax Software | Demonstrate understanding of the necessary tax decisions for a decedent?s estate | 17 - 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 SLO 3 Using Tax Software | Describe the requirements for a trust 201 and the major types of trusts that tax professionals will encounter | 17 - 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 SLO 4 Using Tax Software | Demonstrate competency in preparing 201 federal Forms 1041 and CA Form 541 for both an estate and a trust | 17 - 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 SLO 5 Using Tax Software | Explain when a reportable gift has coccurred and the need for a gift tax return | 17 - 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 SLO 6 Using Tax Software | Demonstrate competency in preparing 203 federal Form 709 for reportable gifts made by a donor | 17 - 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 SLO 7 Using Tax Software | Calculate additional taxes pursuant to 203 Affordable Care Act (Obamacare) | 17 - 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 203 environment. | 16 - 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 201 | 16 - 2017 pring) | | 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 | | | 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. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select a legal form of incorporation. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select a legal form of incorporation. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select a legal form of incorporation. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select (Spring) Exam Forms of incorporation for hypothetic businesses uses in support of lecture material. | where Achieved Goal ses Achieved Goal udents | 179 139 30 | 173 Incorporate into further group exercises. 126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers. 28 Maintain this SLO. Coordinate this course with Business Law/invite professor for guest lecture? |
|---|--|------------------|--|
| a legal form of incorporation. Frogram - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select 2016 - 2017 a legal form of incorporation. (Spring) Exam Forms of incorporation for hypothetic businesses uses in support of lecture material Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select 2017 (Summer) Exam Hypothetical businesse-type exercise w | cal Achieved Goal where Achieved Goal ses Achieved Goal udents | 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 2016 - 2017 Exam Forms of incorporation for hypothetic businesses uses in support of lecture material Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select 2017 (Summer) Exam Hypothetical business-type exercise w | where Achieved Goal ses Achieved Goal udents | 30 | cooperation with accounting department. Use their faculty as guest lecturers. 28 Maintain this SLO. Coordinate this course with |
| | ses Achieved Goal udents | | |
| a legal form of incorporation. students had to decide on most advantageous legal form. | udents | 160 | |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 2 Evaluate tax/liability issues and select 2017 - 2018 (Fall) Exam Lecture material supported by exercise a legal form of incorporation. Using hypothetical company types/stu-work as group to choose most advantageous legal entity as related to | Achieved Goal | | 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 2017 - 2018 (Fall) Survey see program review a legal form of incorporation. | | 154 | 131 |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 3 Understand and evaluate financial 2016 - 2017 (Fall) Exam Reword SLO to eliminate 'understand' markets. | ' 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 2016 - 2017 Assignment/Project Students track a publicly-traded comp | pany Achieved Goal | 139 | 135 Project successful. Utilize daily market/news |
| markets. (Spring) all semester and across multiple Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 3 Understand and evaluate financial 2017 (Summer) Assignment/Project Tracked an equity throughout semests markets. Daily evaluation of financial markets. | ter. Achieved Goal | 30 | analysis. 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 2017 - 2018 (Fall) Assignment/Project Students track a public company | Achieved Goal | 160 | 155 Further coordinate with new Financial Management |
| markets. throughout semester, analyze org. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 3 Understand and evaluate financial 2017 - 2018 (Fall) Survey see program review | Achieved Goal | 154 | class. 135 |
| markets. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 4 Conduct a market analysis and design 2016 - 2017 (Fall) Exam Food truck case study. | Achieved Goal | 179 | 173 Current approach successful (group |
| a marketing mix. | | | exercise/presentations/examination). |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 4 Conduct a market analysis and design 2016 - 2017 Capstone Project Used a food truck design and pitch cora marketing mix. (Spring) | ontest 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 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 2017 - 2018 (Fall) Assignment/Project Food truck project. a marketing mix. | 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 2017 - 2018 (Fall) Survey see program review a marketing mix. | Achieved Goal | 154 | 137 |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, 2016 - 2017 (Fall) Assignment/Project Increased use of oral/PowerPoint including verbal, written, and 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, 2016 - 2017 Presentation/Perfor Oral presentations in class. Persuasive including verbal, written, and (Spring) mance speech. | e Achieved Goal | 139 | 139 Coordinate with Toastmasters. Practice interviews, presentations, pitches. |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, 2017 (Summer) Presentation/Perfor Group presentations based on one of instructor-provided prompts. | three Achieved Goal | 30 | 30 Continue using the group presentation to reinforce the lecture material. |
| oresentation. Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, 2017 - 2018 (Fall) Presentation/Perfor Group project and presentation. High including verbal, written, and mance successful in support of lecture materian presentation. | rial | 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, 2017 - 2018 (Fall) Survey see program review | Achieved Goal | 154 | 148 |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 5 (Archived Work effectively in groups/teams. 2016 - 2017 Assignment/Project Group work/video pitch-deck | Achieved Goal | 86 | 82 Group work will be expanded. Group work not only |
| 2016) Spring Spring Presentation/group exercises. | Achieved doll | 30 | 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 2016 - 2017 (Fall) Discussion Internships secured by several student opportunities in the broad field of business. | sts Achieved Goal | 179 | 173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. |
| Program - Accounting (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career 2016 - 2017 Discussion Coordinate with Career Services, guest opportunities in the broad field of (Spring) speakers from various fields of busines Several student internships secured. | | 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 2017 (Summer) Discussion Career paths for each chapter of mate opportunities in the broad field of business. | erial 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. | c 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 135 |
| Program - Accounting (CA) | ACTG 100 | Accounting Procedures | SLO 1 | business. 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, | 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 | purchasing cycle and payroll 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 | behavior required in the accounting | 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 | profession 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 | | 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 | 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 | concepts 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 | | 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 | information to make decisions Discounted cash flow: Perform time value of money analysis using the | 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 | discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional | 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 | organizations Menus and Icons: Demonstrate activating QuickBooks and using | 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 | menus and icons to access software 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 | | 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 | 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 | | 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 | | Exam | Students met this objective. | Achieved Goal | 20 | 18 Objective has been met. |
| Program - Accounting (CA) | ACTG 161 | Intermediate Accounting I | SLO 5 | statements Ethics: Identify and analyze ethical standards issued by professional | (Spring) 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 | | 2016 - 2017 | | 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 | | (Spring) 2016 - 2017 | 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 | authoritative standard setting bodies Valuation: Value assets, liabilities, | (Spring) 2016 - 2017 | 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 | equities, revenues and expenses Financial statements: Prepare financial | | 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 | statements Ethics: Identify and analyze ethical standards issued by professional | (Spring) 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 | organizations 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- | 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 | making and control Ethics: Identify and analyze ethical standards issued by professional | 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 | organizations Gather, identify, examine, sort, and classify information required for filing | 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 | individual income tax returns Explain elements of the tax law pertaining to the scope of VITA | 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 | program tax returns 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 | | 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 | (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 | return questions using TaxWise Understand and explain basic Federal and California income tax law, theory, and practice for individuals. | | 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 | 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 | 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 | 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 | 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 | 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 | 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 | environment. Understand the general business | 2016 - 2017 | Exam | Environment scan on existing businesses | Achieved Goal | 139 | 128 Maintain SLO in next update |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business environment. | (Spring) 2017 (Summer) | Exam | such as Coca-Cola, McDonalds. 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 | 2017 - 2018 (Fall) | Exam | Exercises/homework used to reinforce | Achieved Goal | 160 | 142 Integrate into stock tracker project. |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business | 2017 - 2018 (Fall) | Survey | lecture material. see program review | Achieved Goal | 154 | 150 |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 2 | environment. Evaluate tax/liability issues and select | 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 | a legal form of incorporation. 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 | 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 | see program review | Achieved Goal | 154 | 131 |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 3 | | 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 | 2016 - 2017 (Spring) | Assignment/Project | | Achieved Goal | 139 | 135 Project successful. Utilize daily market/news |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial markets. | (Spring) 2017 (Summer) | Assignment/Project | all semester and across multiple Tracked an equity throughout semester. Daily evaluation of financial markets. | Achieved Goal | 30 | analysis. 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 | Achieved Goal | 160 | 155 Further coordinate with new Financial Management |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial markets. | 2017 - 2018 (Fall) | Survey | throughout semester, analyze org. see program review | Achieved Goal | 154 | class. 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/Perfor mance | | 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 | 2017 (Summer) | Presentation/Perfor mance | 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 | presentation. Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) | Presentation/Perfor mance | 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, | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | presentations/reports to class. |
| Program - Accounting (CA) Program - Accounting (CA) | BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business | | Develop communication skills, including verbal, written, and Work effectively in groups/teams. | 2017 - 2018 (Fall) 2016 - 2017 (Spring) | | see program review Group work/video pitch-deck presentation/group exercises. | Achieved Goal Achieved Goal | 154 86 | |
| | | | SLO 5 (Archived | including verbal, written, and | 2016 - 2017 | Assignment/Project | Group work/video pitch-deck presentation/group exercises. | | 86 | 148 82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among |
| Program - Accounting (CA) | BUS. 100 | Contemporary American Business | SLO 5 (Archived 2016) | including verbal, written, and Work effectively in groups/teams. Increased awareness of career opportunities in the broad field of | 2016 - 2017 (Spring) | Assignment/Project | Group work/video pitch-deck presentation/group exercises. Internships secured by several students | Achieved Goal | 179 | 248 82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling |
| Program - Accounting (CA) Program - Accounting (CA) | BUS. 100 | Contemporary American Business Contemporary American Business | SLO 5 (Archived 2016) SLO 6 | including verbal, written, and Work effectively in groups/teams. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of | 2016 - 2017 (Spring) 2016 - 2017 (Fall) | Assignment/Project Discussion | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. | Achieved Goal Achieved Goal | 179 | 248 249 259 269 269 269 279 289 289 299 209 209 209 209 20 |
| Program - Accounting (CA) Program - Accounting (CA) Program - Accounting (CA) | BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business | SLO 5 (Archived 2016) SLO 6 SLO 6 | including verbal, written, and Work effectively in groups/teams. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. | 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) | Assignment/Project Discussion Discussion | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material | Achieved Goal Achieved Goal Achieved Goal | 179 139 30 | 248 249 259 269 269 279 279 289 289 299 209 209 209 209 20 |
| Program - Accounting (CA) Program - Accounting (CA) Program - Accounting (CA) Program - Accounting (CA) | BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business Contemporary American Business | SLO 5 (Archived 2016) SLO 6 SLO 6 SLO 6 | including verbal, written, and Work effectively in groups/teams. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. | 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Assignment/Project Discussion Discussion Discussion | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific | Achieved Goal Achieved Goal Achieved Goal | 86 179 139 30 | 282 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 273 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 285 Expand coordination to secure internships. Work with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts. |
| Program - Accounting (CA) Program - Accounting (CA) Program - Accounting (CA) Program - Accounting (CA) | BUS. 100 BUS. 100 BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business Contemporary American Business | SLO 5 (Archived 2016) SLO 6 SLO 6 SLO 6 | Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. | 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Assignment/Project Discussion Discussion Discussion | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific field/career path in business. | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 86 179 139 30 | 282 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 273 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 285 Expand coordination to secure internships. Work with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts. 255 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling. |
| Program - Accounting (CA) | BUS. 100 BUS. 100 BUS. 100 BUS. 100 ACTG 100 | Contemporary American Business | SLO 5 (Archived 2016) SLO 6 SLO 6 SLO 6 SLO 6 | Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Define terms commonly used in accounting for a small business, including the sales cycle, | 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Assignment/Project Discussion Discussion Discussion Survey | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific field/career path in business. see program review | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 179 139 30 160 | 282 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 273 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 285 Expand coordination to secure internships. Work with Dir. Workforce Development, with Counselors, and with Guided Pathways efforts. 286 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Deve. Cooperate with Counseling. 287 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling. 287 Continue to support students to ensure continued |
| Program - Accounting (CA) Program - Accounting Assistant (CS) Program - Accounting Assistant (CS) | BUS. 100 BUS. 100 BUS. 100 BUS. 100 ACTG 100 ACTG 100 | Contemporary American Business Accounting Procedures | SLO 5 (Archived 2016) SLO 6 SLO 6 SLO 6 SLO 6 SLO 6 SLO 1 | including verbal, written, and Work effectively in groups/teams. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Increased awareness of career opportunities in the broad field of business. Define terms commonly used in accounting for a small business Record transactions for a small business, including the sales cycle, purchasing cycle and payroll Record adjusting journal entries for a | 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Assignment/Project Discussion Discussion Discussion Survey Exam | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific field/career path in business. see program review Objective met | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 179 139 30 160 154 | 282 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 273 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 285 Expand coordination to secure internships. Work with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with Counselors, and with Guided Pathways efforts. 285 Expand cooperation with division to find internships. Utilize new Dir. of Industry Relations/Workforce Dev. Cooperate with Counseling. 286 Counseling. 287 Continue to support students to ensure continued student success. 288 Spend additional time on this topic to ensure |

| Program - Accounting Assistant ACTG 100 (CS) | 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 ACTG 100 (CS) | 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 ACTG 100 (CS) | Accounting Procedures | SLO 6 | behavior required in the accounting | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 81 Continue to support students to ensure continued student success. |
| Program - Accounting Assistant ACTG 103 (CS) | Ten-Key Skills | SLO 1 | profession 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 ACTG 144 (CS) | QuickBooks: Set-up and Service Business | SLO 1 | Menus and Icons: Demonstrate activating QuickBooks and using | 2016 - 2017 (Spring) | Assignment/Project | Students met the objective. | Achieved Goal | 15 | 15 Continue to support students to ensure success. |
| Program - Accounting Assistant ACTG 144 (CS) | QuickBooks: Set-up and Service Business | SLO 2 | menus and icons to access software 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 ACTG 144 (CS) | QuickBooks: Set-up and Service Business | SLO 3 | Transaction Analysis: Record all bookkeeping transactions for a small | 2016 - 2017 (Spring) | Assignment/Project | Students met the objective. | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Accounting Assistant ACTG 144 (CS) | QuickBooks: Set-up and Service Business | SLO 4 | service business using QuickBooks 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 ACTG 144 (CS) | 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 ACTG 145 (CS) | QuickBooks: Payroll and Merchandising Business | SLO 1 | Menus and Icons: Demonstrate activating QuickBooks and using | 2016 - 2017 (Spring) | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Accounting Assistant ACTG 145 (CS) | QuickBooks: Payroll and Merchandising Business | SLO 2 | menus and icons to access software Data Files: Set up and prepare payroll for a small business using QuickBooks | | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Accounting Assistant ACTG 145 (CS) | QuickBooks: Payroll and Merchandising Business | SLO 3 | | 2016 - 2017 (Spring) | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Accounting Assistant ACTG 145 (CS) | QuickBooks: Payroll and Merchandising Business | SLO 4 | 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 Assistant ACTG 145 (CS) | 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 CRER 127 (CS) | 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 - 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - Addiction Studies (AA) PSYC 410 | Abnormal Psychology | SLO 2 | describe abnormal behavior. Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression | | Survey | See Program Review | Achieved Goal | 55 | 47 |
| Program - Addiction Studies (AA) PSYC 410 | Abnormal Psychology | SLO 3 | of psychological disorders Demonstrate knowledge of the disorders utilizing the language of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 43 |
| Program - Addiction Studies (AA) PSYC 410 | Abnormal Psychology | SLO 4 | current DSM classification system. Demonstrate knowledge of assessment measures and their | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - Addiction Studies (AA) PSYC 410 | Abnormal Psychology | SLO 5 | applications within the field of Compare and contrast core theories and treatment modalities as applied to | | Survey | See Program Review | Achieved Goal | 55 | 44 |
| Program - Addiction Studies (AA) PSYC 410 | Abnormal Psychology | SLO 6 | maior psychological disorders. Demonstrate the ability to apply the | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 55 | 48 |
| Program - Addiction Studies (AA) SOCI 100 | Introduction to Sociology | SLO 1 | course concepts to case studies. 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 | 2016 (Summer) | Exam | Over 70% of the students demonstrated Achie this learning objective successfully. | eved Goal | 17 | 14 The assessment did not identify any problems. |
|--|--|---------|---|-------------------------|--------|--|-----------|----|--|
| Program - Addiction Studies (AA) SOCI 100 | Introduction to Sociology | SLO 2 | contemporary social phenomena. Understand the historical development of Sociology as a | 2016 (Summer) | Exam | Over 70% of the students demonstrated Achie this learning objective successfully. | eved 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 | | eved 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 | | eved 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 | | eved 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 | | eved 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 | | eved 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 socials. | 2016 (Summer) | Exam | Over 70% of the students demonstrated this learning objective successfully. | eved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Administration of ADMJ 100 Justice (AS) | 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 Achie they feel they can meet the \$1.00 suing a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 44 | 42 |
| Program - Administration of ADMJ 100 Justice (AS) | Introduction to the Criminal Justice System | s SLO 1 | Recognize and describe the key components of the Criminal Justice System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 28 | 27 |
| Program - Administration of ADMJ 100 Justice (AS) | 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 Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 19 | 18 |
| Program - Administration of ADMJ 100 Justice (AS) | Introduction to the Criminal Justice System | s SLO 1 | Recognize and describe the key components of the Criminal Justice System | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 29 | 29 |
| Program - Administration of ADMJ 100 Justice (AS) | Introduction to the Criminal Justice System | 2 SLO 2 | Describe theories of crime and victimization, and discuss their overall costs | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 44 | 39 |
| Program - Administration of ADMJ 100 Justice (AS) | 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 Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely; 5 - Survey Completely; 5 - Sur | eved Goal | 28 | 24 |
| Program - Administration of ADMJ 100 Justice (AS) | 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 Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 19 | 18 |
| Program - Administration of ADMJ 100 Justice (AS) | Introduction to the Criminal Justice System | 2 SLO 2 | Describe theories of crime and victimization, and discuss their overall costs | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely); Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 29 | 28 |
| Program - Administration of ADMJ 100 Justice (AS) | Introduction to the Criminal Justice System | s SLO 3 | Explain the history, structure and function of Law Enforcement | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 44 | 41 |
| Program - Administration of ADMJ 100 Justice (AS) | 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 Achie they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely). Success: At least 75% of the students choose 4 or 5 on the survey. | eved Goal | 28 | 26 |

| Pages Abstraction 20 | | | | | | | | |
|--|---|----------|-------|--------------------|--------|--|----|----|
| Pages Advancement Advanc | | ADMJ 100 | SLO 3 | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 19 | 19 |
| Application Pages | | ADMJ 100 | SLO 3 | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 27 |
| About 10 | | ADMJ 100 | SLO 4 | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 41 |
| And the Comment of th | | ADMJ 100 | SLO 4 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 28 | 23 |
| Antice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice of Management (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administration of ADM 1000 introduction in the Criminal Justice (No) Program - Administr | | ADMJ 100 | SLO 4 | 2017 - 2018 (Fall) | | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 19 | 17 |
| Inside (AS) Notice (AS) Notic | | ADMJ 100 | SLO 4 | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 24 |
| Auditic AS) System System System System System Success System System System System Success System Sy | • | ADMJ 100 | SLO 5 | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 44 | 40 |
| Program - Administration of Justice (AS) Introduction to the Criminal Justice (AS) Introduction to the Crimin | | ADMJ 100 | SLO 5 | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 27 |
| Austice (AS) Program - Administration of ADM J 100 Introduction to the Criminal Justice Store System Program - Administration of Justice (AS) Program - A | | ADMJ 100 | SLO 5 | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 19 | 17 |
| Justice (AS) System ADMJ 100 Introduction to the Criminal Justice Program - Administration of Justice (AS) Program - Administration of Justice (AS) Program - Administration of Justice ADMJ 100 Introduction to the Criminal Justice System ADMJ 100 Introduction to the Criminal Justice System ADMJ 100 Introduction to the Criminal Justice System ADMJ 100 Justice System ADMJ 100 Justice (AS) ADMJ 100 Justice (AS) ADMJ 100 Justice (AS) ADMJ 100 Justice (AS) ADMJ 100 Justice System ADMJ | | ADMJ 100 | SLO 5 | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 26 |
| Program - Administration of Justice (AS) Justice (AS) Justice (AS) System Justice (AS) System Justice (AS) System Justice (AS) Program - Administration of Justice (AS) Program - Administra | | ADMJ 100 | SLO 6 | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 40 |
| Program - Administration of ADMJ 100 Introduction to the Criminal Justice System Justice (AS) Program - Administration of ADMJ 100 Introduction to the Criminal Justice Program - Administration of ADMJ 100 Introduction to the Criminal Justice System Justice (AS) System Standard (As) System Standard (As) Survey Method: Students are surveyed on whether Achieved Goal ADMJ 100 Introduction to the Criminal Justice Justice System Standard (Spring) Justice System Survey Method: Students are surveyed on whether Achieved Goal The year meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely; 5 | | ADMJ 100 | SLO 6 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Justice (AS) System Justice System (Spring) they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | | ADMJ 100 | SLO 6 | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 19 | 18 |
| n is some | | ADMJ 100 | SLO 6 | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 29 | 29 |

| Justice (AS) Criminal Justice System Trial process Trial proces | | |
|--|--|---|
| Program - Administration of Justice (AS) ADMJ 102 Principles and Procedures of the Justice (AS) Program - Administration of Justice (AS) Program - Admini | ast 75% of the students | i |
| Justice (AS) Criminal Justice System Program - Administration of Justice (AS) Program - Administration of Justice System Program - Administration of Justice (AS) Program - Administration of Justice System Program - Administration of Jus | ast 75% of the students | |
| Justice (AS) Criminal Justice System Trial process (Spring) they feel they, five-point scale Agree Complet Success; At lea choose 4 or 5 C Frogram - Administration of Justice (AS) Program - Administration of Justice System ADMJ 102 Principles and Procedures of the Justice System Frogram - Administration of Justice System ADMJ 102 Principles and Procedures of the SLO 2 Identify and discuss the concepts found in The Bill of Rights pertaining to Survey Identify and discuss the concepts of the Justice System Identify and discuss the concepts of the Justice System Identify and discuss the concepts of the Justice System Identify and discuss the concepts of the Justice System Identify and discuss the concepts of the Justice System Identify and discuss the concepts of Survey Identify and discuss the Concepts o | ast 75% of the students | |
| Justice (AS) Criminal Justice System Found in The Bill of Rights pertaining to the justice system Found in The Bill of Rights pertaining to the justice system Found in The Bill of Rights pertaining to the justice system Found in The Bill of Rights pertaining to the justice system Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to the pretaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bill of Rights pertaining to (Spring) Found in The Bi | ast 75% of the students | |
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| Justice (AS) Criminal Justice System found in The Bill of Rights pertaining to they feel they the justice system five-point scale Agree Company Agree Company Frogram - Administration of ADMJ 102 Principles and Procedures of the SLO 2 Identify and discuss the concepts 2017 - 2018 Survey Method: Stude Justice (AS) Criminal Justice System found in The Bill of Rights pertaining to (Spring) they feel they five-point scale for the pustice system five-point scale fiv | ast 75% of the students | |
| Justice (AS) Criminal Justice System found in The Bill of Rights pertaining to (Spring) they feel they the justice system five-point scale | ast 75% of the students | |
| | ast 75% of the students | |
| Justice (AS) Criminal Justice System found in later amendments pertaining they feel they. to the justice system five-point scale Agree Complet | ast 75% of the students | |
| Justice (AS) Criminal Justice System found in later amendments pertaining (Spring) they feel they. to the justice system found in later amendments pertaining (Spring) they-point scale Agree Complet | ast 75% of the students | |
| Justice (AS) Criminal Justice System found in later amendments pertaining they feel they. to the justice system five-points Agree Complet | ast 75% of the students | |
| Justice (AS) Criminal Justice System found in later amendments pertaining (Spring) to the justice system five-point scale Agree Complete Success: At lea choose 4 or 5 or | st 75% of the students on the survey. | |
| Justice (AS) Criminal Justice System criminal proceedings five-point scale Agree Complete Success: At lea choose 4 or 5 or | ents are surveyed on whether Achieved Goal 40 40 40 an meet the SLOs using a e (1 - Disagree Completely; 5 - tely) st 75% of the students on the survey. | |
| Program - Administration of ADMJ 102 Principles and Procedures of the SLO 4 Discuss the impact of case law on 2016 - 2017 Survey Method: Stude Justice (AS) Criminal Justice System criminal proceedings (Spring) they feel they five-points and five-points and five-points and Agree Complete. | sst 75% of the students | |

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 31 |

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

| Program - Administration of Justice (AS) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 25 |
|---|----------|--|----------|---|---------------------------|--------|--|----|----|
| Program - Administration of Justice (AS) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0 isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 34 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justic System | te 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 36 |

| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | • | 16 | 16 |
|---|----------|---|---------|---|---------------------------|--------|---|---|----|----|
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | : | 35 | 34 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justice System | e SLO 3 | Identify and describe the strategies for the administration of justice in a multicultural society | r 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | : | 37 | 37 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justice System | ≥ SLO 3 | Identify and describe the strategies fo the administration of justice in a multicultural society | r 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | : | 16 | 15 |
| Program - Administration of Justice (AS) | ADMJ 108 | Community Relations and the Justice System | e SLO 3 | Identify and describe the strategies for the administration of justice in a multicultural society | r 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 1 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | Ē | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | • | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | , | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | • | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | ; | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | , | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 or the survey. | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 42 | 40 |
| Program - Administration of Justice (AS) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies o interview and interrogation | f 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 30 |
| Program - Administration of Justice (AS) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies o interview and interrogation | f 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 25 |
| Program - Administration of Justice (AS) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies o interview and interrogation | f 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely). Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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.) | f 2016 - 2017 (Fall) | Presentation/Perfor mance | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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.) | f 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 o evidence | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a | 19 | 17 |
|---|----------|--|-------|--|-------------------------|--------|---|----|----|
| | | | | evidence | | | five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | |
| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 41 |

| 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 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 23 |
|---|----------|---|-------|---|-------------------------|--------|---|----|----|
| 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 | 2017 - 2018 (Fall) | | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| 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 | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 01) Stagree Completely; 5 - Agree Completely Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 24 |
| Program - Administration of Justice (AS-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Oisagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 40 |
| Program - Administration of Justice (AS-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 27 |
| Program - Administration of Justice (AS-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| Program - Administration of Justice (AS-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 26 |
| Program - Administration of Justice (AS-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 6 | Discuss the future of the Criminal Justice System | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 40 |
| Program - Administration of Justice (AS-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 6 | Discuss the future of the Criminal Justice System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Program - Administration of Justice (AS-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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 18 |
| Program - Administration of Justice (AS-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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 29 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 01)sagree Completely; 5 - Agree Completely Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 39 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 28 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 39 |

| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 24 | 23 |
|---|----------|---|-------|--|-------------------------|--------|---|----|----|
| Program - Administration of Justice (AS-T) | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 2 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 30 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - blasgree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 22 | 21 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 24 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 39 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 28 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 22 | 20 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 23 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 40 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 27 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 22 | 21 |
| Program - Administration of Justice (AS-T) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 23 |
| 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 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 40 |

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Program - Administration of Justice (AS-T) | ADMJ 104 | Concepts of Criminal Law | SLO 5 | Identify and discuss criminal defenses and justifications | s 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 31 |
| Program - Administration of Justice (AS-T) | ADMJ 104 | Concepts of Criminal Law | SLO 5 | Identify and discuss criminal defenses and justifications | s 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |
| Program - Administration of Justice (AS-T) | ADMJ 104 | Concepts of Criminal Law | SLO 5 | Identify and discuss criminal defenses and justifications | s 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 37 |
| Program - Administration of Justice (AS-T) | ADMJ 104 | Concepts of Criminal Law | SLO 5 | Identify and discuss criminal defenses and justifications | s 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Program - Administration of Justice (AS-T) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | es 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 19 |
| Program - Administration of Justice (AS-T) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | es 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 32 |
| Program - Administration of Justice (AS-T) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | es 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 25 |
| Program - Administration of Justice (AS-T) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | es 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0 isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 20 |
| | | | | | | | n is 4000/ | | |

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 34 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 36 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 37 |

| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | ≥ SLO 3 | Identify and describe the strategies fo the administration of justice in a multicultural society | r 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 1 | 15 |
|---|----------|---|---------|---|---------------------------|--------|--|----|---|----|
| Program - Administration of Justice (AS-T) | ADMJ 108 | Community Relations and the Justice System | e SLO 3 | Identify and describe the strategies fo the administration of justice in a multicultural society | r 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 3 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 3 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 42 | 3 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 42 | 4 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 3 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 2 | 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 Achieved Goal they feel they can meet the SLOS using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 2 | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 42 | 4 | 40 |

| Program - Administration of Justice (AS-T) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | of 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) | 31 | 30 |
|---|----------|------------------------|-------|--|----------------------------|--------|--|----|----|
| | | | | | | | Success: At least 75% of the students choose 4 or 5 on the survey. | | |
| Program - Administration of Justice (AS-T) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | of 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 25 | 25 |
| Program - Administration of Justice (AS-T) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | of 2017 - 2018 (Fall) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0 lisagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 30 | 30 |

| Program - Administration of lustice (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 lustice (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 flive-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; 5 - Agree Completely; 5 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/Perfor mance | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-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 | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely 5 - 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 | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-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 | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 1 | interpersonal settings Explain the basic elements of the communication process in | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 84 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 2 | interpersonal settings Recognize the self-concept development process, its | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Administration of lustice (AS-T) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role 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 | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
|---|----------|---------------------------------------|--------|---|-------------------------|------------------------------|--|---------------|-----|-----|
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings Analyze physiological, social, and cultural factors that affect perception | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandings Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts Apply learned skills and communication theories in various | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 72 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 5 | communication contexts Demonstrate an understanding of ethical interpersonal communication | 2016 - 2017 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 5 | founded on communication theory Demonstrate an understanding of ethical interpersonal communication | 2017 - 2018 (Spring) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 6 | founded on communication theory Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Administration of Justice (AS-T) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 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 | resolution methods 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 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- elemProbability>&>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- elemProbability>&>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 | | Interpret the output of a technology-based statistical analysis. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 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 | Il errors. Identify the basic concept of hypothesis testing including Type I and Il errors. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 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 | the related nuestions. 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 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Administration of Justice (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | | 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 | 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. | | Exam | werhal with summary information or 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 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 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 - 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 interpret 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- elemProbability>&>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. | | 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, socychology 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, psychology, life science, health | | 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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Administration of Justice (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 6 | auvaitables. 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- elemProbability>&>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 Statistic | es 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 Statistic | es 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 Statistic | es SLO 7 | Calculate probabilities using normal and student's t-distributions. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 26 |
| Program - Administration of Justice (AS-T) | MATH 200 | Elementary Probability and Statistic | es 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 Statistic | es 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 Statistic | es SLO 8 | Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Administration of Justice (AS-T) | MATH 200 | Elementary Probability and Statistic | es SLO 9 | Central Limit Theorem Construct and interpret confidence intervals. | 2016 - 2017 (Fall) | Exam | On average 66% of students were successful with questions related to this | Inconclusive | 219 | 145 |
| Program - Administration of Justice (AS-T) | MATH 200 | Elementary Probability and Statistic | es SLO 9 | Construct and Interpret confidence intervals. | 2016 - 2017 (Spring) | Exam | 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. | Achieved Goal | 85 | 43 |
| Program - Administration of Justice (AS-T) | MATH 200 | Elementary Probability and Statistic | es 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 Statistic | cs SLO 9 | Construct and interpret confidence intervals. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 15 |
| Program - Administration of Justice (AS-T) | PSYC 121 | Basic Statistical Concepts | SLO 5 | experiments and observed data: Demonstrate proficiency in using appropriate tables to determine | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 16 |
| Program - Administration of Justice (AS-T) | SOCI 100 | Introduction to Sociology | SLO 1 | statistical significance of behavioral Understand and apply the sociological imagination to a variety of | 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 | contemporary social phenomena. 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 | contemporary social phenomena. 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 | separate discipline. 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 Justice (A | - Administration of AS-T) | SOCI 100 | Introduction to Sociology | SLO 3 | Distinguish between the use of various 2016 research methods. | 6 (Summer) | Exam | Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
|-----------------------|------------------------------|----------|---|-------|--|-----------------|--------|--|---------------|----|--|
| Program Justice (A | - Administration of AS-T) | SOCI 100 | Introduction to Sociology | SLO 4 | Identify, compare and apply the primary sociological perspectives. | 5 (Summer) | Exam | Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program Justice (A | - Administration of AS-T) | SOCI 100 | Introduction to Sociology | SLO 5 | Explain and apply key sociological 2016 concepts. | 6 (Summer) | Exam | Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program Justice (A | - Administration of AS-T) | SOCI 100 | Introduction to Sociology | SLO 6 | Describe and explain the basic 2016 dimensions of social inequality and social change in historical and | 6 (Summer) | Exam | Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program Justice (A | - Administration of AS-T) | SOCI 100 | Introduction to Sociology | SLO 7 | | 6 (Summer) | Exam | Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 1 | Identify and describe the stages in the 2016 trial process | 6 - 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. | | 40 | 39 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 1 | Identify and describe the stages in the trial process (Sprir | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 30 | 28 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 1 | Identify and describe the stages in the 2017 trial process | 7 - 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. | | 40 | 39 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 1 | Identify and describe the stages in the 2017 trial process (Sprii | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 24 | 23 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 2 | Identify and discuss the concepts 2016 found in The Bill of Rights pertaining to the justice system | 5 - 2017 (Fall) | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - bisagree Completely; 5 - Agree Completely; 5 - Agree Completely Success: At least 75% of the students choose 4 or 5 on the survey. | | 40 | 2 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 2 | Identify and discuss the concepts 2016 found in The Bill of Rights pertaining to (Sprit the justice system | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 30 | 30 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 2 | Identify and discuss the concepts 2017 found in The Bill of Rights pertaining to the justice system | 7 - 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. | | 22 | 21 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 2 | Identify and discuss the concepts 2017 found in The Bill of Rights pertaining to (Sprit the Justice system | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 24 | 24 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 3 | Identify and discuss the concepts 2016 found in later amendments pertaining to the justice system | 6 - 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. | | 40 | 39 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 3 | Identify and discuss the concepts 2016 found in later amendments pertaining (Sprii to the justice system | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 30 | 28 |
| Program Justice (C | - Administration of CA) | ADMJ 102 | Principles and Procedures of the Criminal Justice System | SLO 3 | Identify and discuss the concepts 2017 found in later amendments pertaining to the justice system | 7 - 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. | | 22 | 20 |
| ı | | | | | | | | | | | |

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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 | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0 isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 30 |

| Program - Administration of Justice (CA) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 59 | 55 |
|---|----------|--------------------------|-------|---|-------------------------|--------|--|----|----|
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 2 | Discuss the fundamentals of the adversarial system | 2017 - 2018 (Fall) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 38 |
| Program - Administration of Justice (CA) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 31 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 31 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 40 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 3 | Identify and describe elements of crimes | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 32 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 40 |
| Program - Administration of Justice (CA) | ADMJ 104 | Concepts of Criminal Law | SLO 4 | Recognize and describe criminal law classifications | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
| Program - Administration of Justice (CA) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 31 |
| Program - Administration of Justice (CA) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 59 | 58 |
| Program - Administration of Justice (CA) | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 40 | 37 |

| 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 33 | 33 |
|---|----------|---|---------|---|---------------------------|--------|---|----|----|
| Program - Administration of Justice (CA) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 19 |
| Program - Administration of Justice (CA) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 32 | 32 |
| Program - Administration of Justice (CA) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 25 |
| Program - Administration of Justice (CA) | ADMJ 106 | Legal Aspects of Evidence | SLO 1 | Identify and differentiate various type of evidence | s 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justice System | e 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 34 |

| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
|---|----------|--|----------|---|----------------------------|--------|---|----|----|
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 36 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 16 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 35 | 34 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce SLO 3 | Identify and describe the strategies for the administration of justice in a multicultural society | or 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 37 | 37 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce SLO 3 | Identify and describe the strategies for the administration of justice in a multicultural society | r 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 15 |
| Program - Administration of Justice (CA) | ADMJ 108 | Community Relations and the Justic System | ce SLO 3 | Identify and describe the strategies for the administration of justice in a multicultural society | or 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOS using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOS using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 42 | 40 |
| Program - Administration of Justice (CA) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | of 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 30 |
| Program - Administration of Justice (CA) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | of 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 25 |
| Program - Administration of Justice (CA) | ADMJ 120 | Criminal Investigation | SLO 4 | Examine the legalities and strategies of interview and interrogation | of 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using 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% | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 18 |

| Program - Administration of ADMJ 18 Justice (CA) | 85 Introduction to Forensic Science | SLO 4 | Identify and discuss the major fields of 2016 - 2017 (Fa Forensic Science (e.g.: DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.) | ll) Presentation/Perfo mance | or Method: Students are surveyed on whether Achieved Goa they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | al | 13 | 13 |
|---|-------------------------------------|-------|--|---------------------------------|--|----|----|----|
| Program - Administration of ADMJ 11 Justice (CA) | Introduction to Forensic Science | SLO 4 | Identify and discuss the major fields of 2017 - 2018 (Fa Forensic Science (e.g.: DNA, Firearms and Toolmark Identification, Toxicology, Trace Evidence, Questioned Documents, Alcohol and Driving, etc.) | ll) Survey | Method: Students are surveyed on whether Achieved Goa they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | al | 19 | 18 |
| Program - Administration of ADMJ 18 Justice (CA) | 85 Introduction to Forensic Science | SLO 5 | Explain and apply the processes for 2016 - 2017 (Fa collection, preservation and analysis of evidence | ll) Survey | Method: Students are surveyed on whether Achieved Goa they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | al | 13 | 13 |
| Program - Administration of ADMJ 14 Justice (CA) | 85 Introduction to Forensic Science | SLO 5 | Explain and apply the processes for 2017 - 2018 (Fa collection, preservation and analysis of evidence | ll) Survey | Method: Students are surveyed on whether Achieved Goa they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | al | 19 | 17 |
| Program - Anthropology (AA-T) ANTH 12 | 25 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. | II) Survey | SLOs Fall, 2017 Anthropology, Michele Titus Achieved Goa Anth 125 Physical Anthropology total students = 40 Student Learning Objectives were rated by students O-5, O-n oknowledge 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 | al | 40 | 38 |
| Program - Anthropology (AA-T) ANTH 1: | 25 Physical Anthropology | SLO 2 | Analyze, explain (orally and in writing), 2017 - 2018 (Fa and apply key anthropological theories, concepts and terms to various physical anthropology issues | II) Survey | About 3/2 of the days fall thousand 19 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. | | 40 | 36 |
| Program - Anthropology (AA-T) ANTH 1: | 25 Physical Anthropology | SLO 3 | Communicate knowledge of physical anthropology by using written, oral and other technologically oriented modalities | II) Survey | 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 | | 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 | | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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 | | | | Achieved Goal | 10 | 10 |
| Program - Anthropology (AA-T) COMM 150 | Intercultural Communication | SLO 1 | of communication Explain the influence of culture(s) on communication using various models | 2017 - 2018 (Fall) | Essay | 3.3 | Achieved Goal | 36 | 35 |
| Program - Anthropology (AA-T) COMM 150 | Intercultural Communication | SLO 2 | of communication Distinguish between attitudes, beliefs, and values and critically analyze | 2016 - 2017 (Spring) | Essay | 4 | Achieved Goal | 10 | 10 |
| Program - Anthropology (AA-T) COMM 150 | Intercultural Communication | SLO 3 | different cultural value orientations | 2016 - 2017 (Spring) | Exam | 4 | Achieved Goal | 10 | 10 |
| | | | societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, | | | | | | |
| Program - Anthropology (AA-T) COMM 150 | Intercultural Communication | SLO 4 | Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural | (Spring) | Assignment/Project | 3.7 | Achieved Goal | 10 | 10 |
| Program - Anthropology (AA-T) COMM 150 | Intercultural Communication | SLO 5 | identity, and discriminatory Demonstrate proficiency in effective | | Assignment/Project | 3.8 | Achieved Goal | 10 | 10 |
| Program - Anthropology (AA-T) GEOL 100 | Survey of Geology | SLO 5 | intercultural communication skills Identify and describe basic properties | (Spring) 2016 - 2017 | Assignment/Project | 4 quizzes on minerals, igneous rocks, | Achieved Goal | 30 | 24 Quiz grades were averaged for each student that |
| | , , | | of minerals and rocks and understand their importance as Earth resources | | | sedimentary rocks, metamorphic rocks 7 homework assignments | | | 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 | s 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 Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics | | | (Spring) 2016 - 2017 | 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. 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. | | | 53 67 |
| | | s SLO 1 | measurement and their implications. Distinguish among different scales of | (Spring) 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. | | 85 | |
| Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics | s SLO 1 | measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of | (Spring) 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 Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics | s SLO 1 s SLO 1 s SLO 1 | measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Determine and interpret levels of statistical significance including p- | (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 | Exam Other 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. 10 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 | Achieved Goal Achieved Goal Achieved Goal | 85 73 52 | 13 |
| Program - Anthropology (AA-T) MATH 200 Program - Anthropology (AA-T) MATH 200 Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics Elementary Probability and Statistics | s SLO 1 s SLO 1 s SLO 1 | measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Determine and interpret levels of | (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) | Other Exam Exam 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. 10 C SC ADTENT SECTION S | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 73 52 219 | 67 13 39 |
| Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics Elementary Probability and Statistics Elementary Probability and Statistics | s SLO 1 s SLO 1 s SLO 1 s SLO 10 s SLO 10 | measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Determine and interpret levels of statistical significance including p-values. Determine and interpret levels of statistical significance including p-values. | (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) 2016 - 2017 (Fall) 2016 - 2017 | Other Exam Exam 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. OR O | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 73 52 219 85 | 67 13 39 |
| Program - Anthropology (AA-T) MATH 200 Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics Elementary Probability and Statistics Elementary Probability and Statistics Elementary Probability and Statistics | s SLO 1 s SLO 1 s SLO 10 s SLO 10 | measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Determine and interpret levels of statistical significance including p-values. Determine and interpret levels of statistical significance including p-values. Determine and interpret levels of statistical significance including p-values. Determine and interpret levels of statistical significance including p-values. Determine and interpret levels of statistical significance including p-values. | (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) | Other Exam Exam 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. OR O | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 85 73 52 219 85 | 67 13 39 177 51 |
| Program - Anthropology (AA-T) MATH 200 Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics | s SLO 1 s SLO 1 s SLO 10 s SLO 10 s SLO 10 | measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Distinguish among different scales of measurement and their implications. Determine and interpret levels of statistical significance including p-values. Determine and interpret levels of statistical significance including p-values. | (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Spring) | Other Exam Exam Other 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. 30 C SC ADMINISTRICT STATES AND ALEAR-elem_Probability>&S-Statistics Sp 2018 On average 81% of students were successful with questions addressing this SLO. 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 tested in Canvas. math 200-AE-AR-elem_Probability>&>Statistics Sp 2018 | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 73 52 219 85 | 67 13 39 177 51 |

| 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 | 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 | whom will pass at the end of the semester. 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- elemProbability>&>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- elemProbability>&>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 | 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 | the related questions. 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 | 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 | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 43 |
| Program - Anthropology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 13 | populations. Formulate hypothesis tests involving samples from one and two populations. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 suppose 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 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 - 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 interpret 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- elemProbability>&>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. | | 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 - 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, | 2017 - 2018 (Fall) | Other | | Achieved Goal | 73 | 50 |
| Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics SLO 16 | nsurhnlow life science health Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, nsurhnlow life science health | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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. | 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 | see attached to SLO 1 | 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- elemProbability>&>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 whom will pass at the end of the semester. | 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 | see docs uploaded to SLO 1 | 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 | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | 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 | On average 84% of students succeeded with questions measuring this SLO. | 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 | 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 - 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 | · | 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 | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Anthropology (AA-T) MATH 200 | Elementary Probability and Statistics SLO 6 | | 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) N | 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 | Achieved Goal | 85 | 48 |
|--|----------|---------------------------------------|-------|--|-------------------------|--------|--|---------------|-----|-----|
| Program - Anthropology (AA-T) N | MATH 200 | Elementary Probability and Statistics | SLO 6 | Calculate the mean and variance of a discrete distribution. | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to SLO 1 | Achieved Goal | 73 | 59 |
| Program - Anthropology (AA-T) N | 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- elemProbability>&>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) N | 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 - Anthropology (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 - 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 26 |
| Program - Anthropology (AA-T) N | 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 - 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 59 |
| Program - Anthropology (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 8 | Central Limit Theorem Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Anthropology (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 9 | Central I imit Theorem Construct and interpret confidence intervals. | 2016 - 2017 (Fall) | Exam | On average 66% of students were successful with questions related to this | Inconclusive | 219 | 145 |
| Program - Anthropology (AA-T) N | MATH 200 | Elementary Probability and Statistics | SLO 9 | Construct and interpret confidence intervals. | 2016 - 2017 (Spring) | Exam | 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. | Achieved Goal | 85 | 43 |
| Program - Anthropology (AA-T) N | 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 - Anthropology (AA-T) N | MATH 200 | Elementary Probability and Statistics | SLO 9 | Construct and interpret confidence intervals. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 42 |
| Program - Anthropology (AA-T) P | 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) P | 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) P | PSYC 121 | Basic Statistical Concepts | SLO 4 | Perform basic statistical tests involved in analysis of data from behavioral | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 15 |
| Program - Anthropology (AA-T) P | PSYC 121 | Basic Statistical Concepts | SLO 5 | experiments and observed data; Demonstrate proficiency in using appropriate tables to determine | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 16 |
| Program - Apprenticeship: E Electrical Technology: Inside Wireman (AS) | ELEL 741 | Electrical Apprenticeship I | SLO 1 | statistical significance of behavioral 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 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) | | 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. | | 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 | | 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 | | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 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 | | 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 | | 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 NIATC. 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/Perfor mance | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 (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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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 relationshi to Direct Current (DC) | 2016 - 2017 (Fall) p | Exam | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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 relationshi to Direct Current (DC) | | 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 (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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 NIATC. 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 | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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 | of 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 (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/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 (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/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 (AS) | ELEL 745 | Electrical Apprenticeship V | SLO 3 | Recognize the fundamental function of Semiconductors | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 42 | 41 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 745 | Electrical Apprenticeship V | SLO 3 | Semiconductors | | 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 (AS) | ELEL 745 | Electrical Apprenticeship V | SLO 4 | Recognize the fundamental function of Transistors | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 42 | 41 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 745 | Electrical Apprenticeship V | SLO 4 | Recognize the fundamental function of Transistors | of 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 (AS) | ELEL 747 | Electrical Apprenticeship VII | SLO 1 | Recognize the attributes of Magnetisr in relationship to motors | n 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 747 | Electrical Apprenticeship VII | SLO 1 | Recognize the attributes of Magnetisr in relationship to motors | n 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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 747 | Electrical Apprenticeship VII | SLO 2 | of motors | | 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 | | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 747 | Electrical Apprenticeship VII | SLO 3 | Recognize and apply motor starters to various motors | o 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/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 | 43 | 43 |
|--|----------|-------------------------------|-------|--|----------------------|------------------------------|--|---------------|----|----|
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 747 | Electrical Apprenticeship VII | SLO 4 | Recognize and apply operating and indicting 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 747 | Electrical Apprenticeship VII | SLO 4 | Recognize and apply operating and indicting devices | 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 | 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) | | 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 | | 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 | 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 | systems | | 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 | 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 749 | Electrical Apprenticeship IX | SLO 3 | methods for fire alarm systems | | 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 | | 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 | e 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 | e 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 NIATC. 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (AS) | ELEL 749 | Electrical Apprenticeship IX | SLO 6 | Recognize the attributes of generated power and distribution | | | 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 | | mance | 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 | 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) | | 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. | | 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 | | 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 | | 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 NATC. 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/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 NIATC. Students who successfully completed the course did so by meeting the criteria set by 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 | | 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. | | 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 | | 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 NIATC. 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/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 NAATC. 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. | | 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/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 | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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/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 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) o | Exam | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | | 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) p | 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 NIATC. 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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 | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 47 | 47 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 743 | Electrical Apprenticeship III | SLO 5 | Alternating Current (AC) generators and Direct Current (DC) generators | of 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) | | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | 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 o Semiconductors | of 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 42 | 41 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 745 | Electrical Apprenticeship V | SLO 3 | Semiconductors | | 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 | | 42 | 41 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 745 | Electrical Apprenticeship V | SLO 4 | Recognize the fundamental function o Transistors | of 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 o Transistors | f 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 NIATC. 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 Magnetisn in relationship to motors | n 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 NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 747 | Electrical Apprenticeship VII | SLO 1 | Recognize the attributes of Magnetisn in relationship to motors | n 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 | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 747 | Electrical Apprenticeship VII | SLO 2 | Recognize the various configurations of motors | | | 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 | | mance | 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/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 | 43 | 43 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 747 | Electrical Apprenticeship VII | SLO 4 | Recognize and apply operating and indicting 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 indicting devices | 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 | 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) | | 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. | | 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 | | 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 | | 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 NATC. 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 2016 - 2017 (Fall) systems | 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 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 2016 - 2017 (Fall) Algebra | 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 2016 - 2017 (Fall) Algebra | 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 | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 749 | Electrical Apprenticeship IX | SLO 3 | Recognize and apply wiring and wiring 2016 - 2017 (Fall) methods for fire alarm systems | Exam | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 749 | Electrical Apprenticeship IX | SLO 3 | Recognize and apply wiring and wiring 2016 - 2017 (Fall) methods for fire alarm systems | 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 | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 749 | Electrical Apprenticeship IX | SLO 4 | Recognize the attributes of low voltage 2016 - 2017 (Fall) security and telephone systems | Exam | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 749 | Electrical Apprenticeship IX | SLO 4 | Recognize the attributes of low voltage 2016 - 2017 (Fall) security and telephone systems | 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 NIATC. 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 2016 - 2017 (Fall) cabling system | Exam | Student successfully passes written examination, as prescribed by the National Joint Apprenticeship and Training Committee. Success criteria is determined and regulated by NIATC. Students who successfully completed the course did so by meeting the criteria set by NIATC. | Achieved Goal | 39 | 39 |
| Program - Apprenticeship: Electrical Technology: Inside Wireman (CA) | ELEL 749 | Electrical Apprenticeship IX | SLO 5 | Recognize the attributes of structured 2016 - 2017 (Fall) cabling system | 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 NIATC. 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 2016 - 2017 (Fall) power and distribution | 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 2016 - 2017 (Fall) power and distribution | 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 | | 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. | 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 2017 - 2018 (Fall) proportional measurement. | 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 2017 - 2018 (Fall) forms and space. | 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 | | 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 | making approaches in drawing. 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 | | 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 | interpret and apply formal design elements in the production of images | 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 | in a wide ranee of media formate and besign 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 | 2017 - 2018 (Fall) | Portfolio | Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current methodologies. |
| Program - Architecture (AS) | ART 202 | Drawing and Composition II | SLO 5 | contemporary developments, trends, | 2017 - 2018 (Fall) | Portfolio | with an average of 89%. Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current methodologies. |
| Program - Architecture (AS) | ART 202 | Drawing and Composition II | SLO 6 | materials. and approaches in drawing. Develop and express ideas and concepts through verbal and visual | 2017 - 2018 (Fall) | Portfolio | with an average of 89%. Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current approaches. |
| Program - Architecture (AS) | ART 350 | Visual Perception | SLO 1 | means. Use the photographic medium as a means of personal expression. | 2016 - 2017 (Fall) | Portfolio | with an average of 89%. 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 | work, the work of their peers and the | 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 | masterpieces of the period according to subject or title, artist, style, | 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 | nrovenance and approximate date 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 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 2016 - 201 and content of a work of art using the appropriate vocabulary and language | 7 (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 | of art 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 | mer) | 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 2016 - 201 relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical | 7 (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 2016 (Sum major styles that emerge in the visual tradition of the ancient world. | mer) | 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. | 7 (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 2016 (Sum stylistic characteristics of a work of art in a general way in order to place it in | mer) | 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 | its historical context Recognize, understand and explain the 2016 - 201 stylistic characteristics of a work of art in a general way in order to place it in | 7 (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 | its historical context Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and | 7 (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 | annovimate date Recognize, understand, and explain the stylistic characteristics of works of art of the period in order to place | 7 (Fall) | | 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 | them in their art historical context Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the | 7 (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 | Renaiscance and Barnouse periods 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 | 7 (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 a roiginal manner the form 2016 - 201 and content of a work of art from the period using, in a general way, the appropriate vocabulary and language of art | 7 (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 2016 - 201 important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, provenance, and annoyimate date. | 7 (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 2016 - 201 the stylistic characteristics of works of art from the 18th to 20th century in order to place them in their art | 7 (Fall) | | 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 2016 - 201 major styles that emerge in the Western visual tradition from the 18th | 7 (Fall) | | 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 | to the 20th century 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 | 7 (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 2016 - 201 and content of works of art from the 18th to the 20th century using the | 7 (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 | annronriate vocabulary and language Develop and apply the principles of 2017 - 2019 composition (design and organization) in drawing. | 8 (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 2017 - 2019 proportional measurement. | 8 (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 2017 - 201. forms and space. | 8 (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. | 8 (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 | | 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 | making approaches in drawing. 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 | | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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: | | 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 | | 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 | | 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 | historical, contemporary, and critical | 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 | trends in figure drawing. Create paintings that evince a working knowledge of the physical properties | 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 | of oil painting materials. 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. |

| | | | | | and theoretically based color theory to painting projects. | | | | | | for this class. Perhaps this should be revisited and Color should be a required pre-req. |
|--------------------------|---------|--------|-------------------|-------|--|-------------------------|--------------------|---|----------------------|----|--|
| Program - Art History (| AA-T) A | RT 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) A | RT 223 | Oil Painting I | SLO 5 | manipulation of mark, color, value, | 2017 - 2018 (Fall) | Portfolio | 100% | Achieved Goal | 11 | 11 Confirmed the merits of the current approaches. |
| Program - Art History (| AA-T) A | RT 223 | Oil Painting I | SLO 6 | contemporary developments, trends, | 2017 - 2018 (Fall) | Portfolio | 100% | Achieved Goal | 11 | 11 Confirmed the merits of the current approach. |
| Program - Art History (| AA-T) A | RT 223 | Oil Painting I | SLO 7 | materials, and approaches in painting. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts | 2017 - 2018 (Fall) | Portfolio | 100 | Achieved Goal | 11 | 11 Confirmed the merits of the current approach. |
| Program - Art History (| AA-T) A | RT 223 | Oil Painting I | SLO 8 | Safely handle and use studio painting | 2017 - 2018 (Fall) | Portfolio | 100% successful | Achieved Goal | 11 | 11 Confirmed the merits of the current approach. |
| Program - Art History (| AA-T) A | RT 350 | Visual Perception | SLO 1 | materials and equipment. Use the photographic medium as a means of personal expression. | 2016 - 2017 (Fall) | | 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) A | RT 350 | Visual Perception | SLO 2 | Demonstrate a knowledge and understanding of the camera. | 2016 - 2017 (Fall) | | 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) A | RT 350 | Visual Perception | SLO 3 | Create effective photographic compositions using the design principles of visual perception. | 2016 - 2017 (Fall) | | 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) A | RT 350 | Visual Perception | SLO 4 | Critically analyze and evaluate their work, the work of their peers and the | 2016 - 2017 (Fall) | | 90% of the students were able clearly articulate meaning and intent. | Achieved Goal | 10 | 9 |
| Program - Art History (| AA-T) A | RT 405 | Sculpture I | SLO 1 | that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, | 2016 - 2017 (Spring) | Assignment/Project | 10 of 11 | Achieved Goal | 11 | 10 |
| Program - Art History (. | AA-T) A | RT 405 | Sculpture I | SLO 1 | bronze, iron, steel, concrete and the 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) | | 10 of 11 completed at least min number of works | Achieved Goal | 11 | 10 |
| Program - Art History (. | AA-T) A | RT 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) A | RT 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 cafe and | | Portfolio | 10 of 11 completed work | Achieved Goal | 11 | 10 student success was good |
| Program - Art History (| AA-T) A | RT 405 | Sculpture I | SLO 3 | Display basic skills and craftsmanship in sculpture media using the formal | 2016 - 2017 (Spring) | Portfolio | 10 of 11 completed work | Achieved Goal | 11 | 10 |
| Program - Art History (| AA-T) A | RT 405 | Sculpture I | SLO 4 | demonstrate understanding of representational, abstract, non- | 2016 - 2017 (Spring) | | 10 of 11 | Achieved Goal | 11 | 10 |
| Program - Art History (| AA-T) A | RT 405 | Sculpture I | SLO 5 | contemporary developments, trends, | | Assignment/Project | 8 of 11 completed written assignment. | Achieved Goal | 11 | 8 |
| Program - Art History (| AA-T) A | RT 405 | Sculpture I | SLO 6 | materials. and approaches in Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, | | | 8 of 11 completed the course and passed the class. | Achieved Goal | 11 | 8 |
| Program - Art History (| AA-T) A | RT 405 | Sculpture I | SLO 7 | | | Survey | all student used tools safely. no injuries. | Achieved Goal | 11 | 11 |
| Program - Art History (| AA-T) A | RT 411 | Ceramics I | SLO 1 | Differentiate clay varieties and ceramic | | Portfolio | completed projects | Achieved Goal | 15 | 14 |
| Program - Art History (| AA-T) A | RT 411 | Ceramics I | SLO 2 | Create ceramic forms utilizing pinch, coil, soft slab, hard slab and throwing | | Portfolio | completed works | Achieved Goal | 15 | 14 |
| Program - Art History (. | AA-T) A | RT 411 | Ceramics I | SLO 3 | ceramic pieces and distinguish the forming processes used in creating | 2016 - 2017 (Spring) | Portfolio | did project. | Achieved Goal | 15 | 14 |
| Program - Art History (| AA-T) A | RT 411 | Ceramics I | SLO 4 | them throughout history 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 | | 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 | 2016 - 2017 | | no serious accidents | Achieved Goal | 15 | 15 |
| Program - Art History (AA-T) | HIST 100 | History of Western Civilization I | SLO 1 | equipment, tools, and materials Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support. | (Spring) 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 disagregrate 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 disagregrate 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 disagregrate 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 disagregrate 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 disagregrate 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, | 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 | 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 | 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 of Renaissance and Baroque (c. 1300-1700) | | 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 | major styles that emerge in the Western visual tradition during the | 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 | Renaiscance and Rarrouse periods 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 | 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 2 and content of a work of art from the period using, in a general way, the appropriate vocabulary and language | 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 | important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, | 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 | nrovenance, and approximate date Recognize, understand, and explain 2 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 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 2 in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and geographical feater that contribute to their | | | 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 2 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) | | Drawing and Composition I | SLO 1 | Develop and apply the principles of composition (design and organization) in drawing. | | | - | 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 2 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 | | 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 2 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 | | 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 | making approaches in drawing. 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 | | 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 2 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) | | Figure Drawing and Portraiture | SLO 1 | 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) | | 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 | | 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 | | 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 | 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 | 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 | 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 | 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 | 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 | 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 | 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, | | 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 | and understanding of: 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 | 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 | 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 relativity. | | 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 | ' | 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. | | 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, | 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 | and composition. Examine and describe historical and contemporary developments, trends, | 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 | materials. and approaches in paintine. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts | 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 | and terminology 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 | 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 | 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 | work of professional photographers. 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 | | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 47 | 30 |
| Program - Art: Art History (AA) FILM 100 | Introduction to Film | SLO 3 | and/or ideology. Distinguish different styles and modes of filmmaking (documentary, genres, | 2016 - 2017 (Fall) | Exam | 2 sections film 100, both OL, one acclerated | 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. | | Essay | students succeeded on this SLO (72% "succeeded") - I have consolidated all SLOs into one research essay, without using the rubric to disagregrate 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 disagregrate 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. | i 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 disagregrate 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 disagregrate 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 disagregrate 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 | 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 | SLO 2 | work of professional photographers. Demonstrate a refined knowledge and | 2016 - 2017 (Fall) | Portfolio | 90% Good result, learning about | Achieved Goal | 18 | 17 |
| Program - Art: Photography (AA) ART 353 | Photography Advanced Black and White Photography | SLO 3 | understanding of effective Demonstrate a knowledge and understanding of studio lighting | 2016 - 2017 (Fall) | Assignment/Project | choosing to work in the studio. Most need | Inconclusive | 7 | 5 |
| Program - Art: Photography (AA) ART 353 | Advanced Black and White | SLO 4 | Demonstrate a refined control of film | 2016 - 2017 (Fall) | Assignment/Project | more than one session to develop greater 95% success. They have developed film | Achieved Goal | 20 | 19 |
| Program - Art: Photography (AA) ART 353 | Photography Advanced Black and White Photography | SLO 5 | processing. Create a portfolio of well-crafted B&W photographs. | 2016 - 2017 (Fall) | Portfolio | development skills in the prerequisite 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 | 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 | 2016 - 2017 (Fall) | Portfolio | with the assignments 80% success rate. | Achieved Goal | 20 | 16 |
| Program - Art: Photography (AA) ART 383 | Intermediate Digital Photography | SLO 4 | perspective. 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 | | 2016 - 2017 (Fall) | Essay | dasses to develop instance perspectives. 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 - Astroimaging and ASTR 200 Observatory Operation (AOOC) (CA) | 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. Thi 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 s | 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 - Astroimaging and ASTR 200 Observatory Operation (AOOC) (CA) | 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. Thi 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 s | 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 - Astroimaging and ASTR 200 Observatory Operation (AOOC) (CA) | 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 | 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 - Astroimaging and ASTR 200 Observatory Operation (AOOC) (CA) | Introduction to Astrophysics | SLO 3 | Describe the pulsation mechanism for Cepheid variables | 2016 - 2017 (Fall) | Assignment/Project | 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 | | 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 - Astroimaging and ASTR 204 Observatory Operation (AOOC) (CA) | Application of Astroimaging Techniques | SLO 1 | Photograph and identify objects in our solar system, Milky Way, and deep space. | 2016 - 2017 (Spring) | Assignment/Project | not turn in the assignment. However, the 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. |
| Program - Astroimaging and ASTR 204 Observatory Operation (AOOC) (CA) | 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 Y Eridanus yielded good data on its period Variations in the brightness of the accretion | | 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 - Astroimaging and Observatory Operation (AOOC (CA) | 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. |
|---|---------------|---|-------|---|-------------------------|--------------------|--|----------------------|----|---|
| Program - Astroimaging and Observatory Operation (AOOC (CA) | 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 LHilkes, 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 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 (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 (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 | this number represents the students that passed the exam with a C (70%) or better | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | and sucressfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better and sucressfully 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 | | Exam | | 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 | the family and genus level 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 | | 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 | the family and genus level 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 | (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 | the family and genus lavel Demonstrate understanding of mitosis, meiosis, and plant reproduction and life cycles | 2016 - 2017 (Fall) | Exam | this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO 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 | | 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 | | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | 2016 - 2017 (Fall) | Assignment/Project | this number represents the students that passed the exam with a C (70%) or better | Achieved Goal | 36 | 41 Assess SLO in next cycle |
| Program - Biology (AS) | BIOL 220 | General Botany | SLO 5 | results Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results | 2016 - 2017 (Fall) | Assignment/Project | and sucrescfully achieved this SLO 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 | 2016 - 2017 (Spring) | Exam | this number represents the students that passed the exam with a C (70%) or better | Achieved Goal | 52 | 48 Assess SLO in next cycle |
| Program - Biology (AS) | BIOL 220 | General Botany | SLO 6 | structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of | 2016 - 2017 (Fall) | Exam | and surcessfully arhiewed this S10 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 | 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 (AS) | BIOL 220 | General Botany | SLO 6 | 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 (AS) | BIOL 220 | General Botany | SLO 7 | Demonstrate proficiency in the use of the compound microscope in the examination of plant tissues and | 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 | Achieved Goal | 52 | 46 Assess SLO in next cycle |
| Program - Biology (AS) | BIOL 230 | Introductory Cell Biology | SLO 1 | ctrictures 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 e (Spring) | Other | Internation 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. | | 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. | | 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. | | 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. | | 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. | | 18 | 15 |
| Program - Biology (AS) | BIOL 230 | Introductory Cell Biology | SLO 5 | Explain and apply principles of classical/Mendellan 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. | | 18 | 15 |
| Program - Biology (AS) | BIOL 230 | Introductory Cell Biology | SLO 6 | Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction. | | Other | off 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. | | 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. | | 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); | 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 | did achieve the goal. 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. | | 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 | - | 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 | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Biology (AS) | CHEM 210 | General Chemistry I | SLO 4 | structure and the associated 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 explanations and appropriate | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Program - Biology (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 (AS) | CHEM 220 | General Chemistry II | SLO 3 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 11 |
| Program - Biology (AS-T) | BIOL 210 | General Zoology | SLO 1 | | 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 | | 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 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 (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. | | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | | 2016 - 2017 (Spring) | Exam | and successfully achieved this SLO 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 | | 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 | the tamily and genus level 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 | | 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 | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | and sucressfully achieved this SLO 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 | | 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 | 2016 - 2017 (Fall) | Exam | | 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 | 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 | 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 | n 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 organella structure and function in prokaryotic and eukaryotic cells, including landmark experiments. | | Other | | | 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. | ı | 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. | | 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. | | 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. | il | 18 | 15 |

| Pages Page | 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 | | 18 | 15 |
|--|--------------------------|----------|---------------------------|-------|--|-------------------------|--------|--|----------------------|----|--|
| Pages - Married Pages Pages - Married Pages Pages - Married Pages - Marr | Program - Biology (AS-T) | BIOL 230 | Introductory Cell Biology | SLO 6 | eukaryotic gene regulation and signal | | Other | 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 | | 18 | 15 |
| Pages Marriago M | | | | | objective investigation of cell biology phenomena and a scientific approach to investigating cells. | (Spring) | | 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. | | | |
| Pagean Debugy 16-71 | Program - Biology (AS-T) | BIOL 230 | Introductory Cell Biology | SLO 8 | · | | Other | 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 | | 18 | 15 |
| Program - Notingy (A-F) Certif 270 General Chemistry Certif 270 Certif 27 | Program - Biology (AS-T) | CHEM 210 | General Chemistry I | SLO 1 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Pagear Biology Mart Celes 10 Celes Cel | Program - Biology (AS-T) | CHEM 210 | General Chemistry I | SLO 2 | Understand and use scientific | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Pagam - Biology (A-51) CRM 200 General Classificity II Survey September 1 Sept | Program - Biology (AS-T) | CHEM 210 | General Chemistry I | SLO 3 | Recognize the interrelationships of subatomic, atomic, molecular | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Bology (A-1) CHEM 220 General Chemistry 8 512 Controlled and in Execution processing of the Controlled and in Execution Controlled a | Program - Biology (AS-T) | CHEM 210 | General Chemistry I | SLO 4 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Biology (AS-T) Program - Biology (AS | Program - Biology (AS-T) | CHEM 220 | General Chemistry II | SLO 1 | basic principles of chemical reactions and reaction processes through | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Program - Biology: BIOL 220 General Zoology Side Side Side Side Side Side Side Side | Program - Biology (AS-T) | CHEM 220 | General Chemistry II | SLO 2 | Demonstrate an understanding of the energy associated with chemical reactions through explanations and | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Frogram - Biology: Biotechnology (A) Biotechnolo | Program - Biology (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 | | Survey | see program review | Achieved Goal | 13 | 11 |
| Side-thinology (AS) Signify Signify Social importance of the interelationships between animals, humans, and the environment. Program—Biology: Biol 210 General Zoology SLO3 Apply the scientific method. Program—Biology: Biol 220 General Zoology SLO4 Explain the significance of the relationships between animals, humans, and the environment. Program—Biology: Biol 210 General Zoology SLO4 Explain the significance of the relationship between structure and diversity of animals. Program—Biology: Biol 220 General Botany SLO4 Demonstrate understanding of the environmental and ecological importance of plants Program—Biology: Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Program—Biology: Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biol 220 General Botany SLO1 Demonstrate und | | BIOL 210 | General Zoology | SLO 1 | Explain the importance of animal | | Exam | course scored 70% or better. The outcomes surpass the 70% threshold and the goal is | Achieved Goal | 30 | 17 Despite the success, exam questions and course exercises will continue to be re-examined for improving outcomes. |
| Biotechnology (ÄS) Program - Biology: BiOL 210 General Zoology SLO 4 Explain the significance of the relationship between structure and diversity of animals. Program - Biology: BiOL 220 General Botany SLO 1 Demonstrate understanding of the environmental and ecological importance of plants importance of plan | | BIOL 210 | General Zoology | SLO 2 | scientific, economic, cultural, and social importance of the interrelationships between animals, | | Exam | course score 7)% or better. While the outcome did not achieve the 70% threshold, there was and increase in the | 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. |
| Biotechnology (AS) Frogram - Biology: BiOL 220 General Botany SLO 1 Demonstrate understanding of the environmental and ecological biotechnology (AS) Frogram - Biology: BiOL 220 General Botany SLO 1 Demonstrate understanding of the environmental and ecological importance of plants Biotechnology (AS) Biotechnology | | BIOL 210 | General Zoology | SLO 3 | Apply the scientific method. | | Exam | scored 70% of better. The outcome surpassed the 70% threshold and the goal is | | 30 | 20 Despite the improvement in outcome, exam questions and course exercises will continue to be re-examined to improve outcomes. |
| Biotechnology (AS) Program - Biology: BIOL 220 General Botany BIOL 220 General Botany SLO 1 Demonstrate understanding of the exam with a Copy (and | | BIOL 210 | General Zoology | SLO 4 | relationship between structure and function, evolution, genetics, ecology in the organization, survival, and | | Exam | scored 70% or better. The outcome does show a slight decline from the previous assessment but the 70% threshold was | 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: BIOL 220 General Botany SLO 1 Demonstrate understanding of the environmental and ecological environmental and ecological this number represents the students that Cook the final exam, Achieved Goal 36 41 Students who pass the class with in sumber represents the students that the students that the SLO. ### Program - Biology: BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### Biotechnology (AS) ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO. ### BIOL 220 General Botany SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO 1 Demonstrate understanding of the summer than C/GOS/OF obster and successfully achieved this SLO 1 Demonstrate understanding of the | | BIOL 220 | General Botany | SLO 1 | environmental and ecological | 2016 - 2017 (Fall) | Exam | this number represents the students that passed the exam with a C (70%) or better | Achieved Goal | 36 | 41 Assess SLO in next cycle |
| Program - Biology: BIOL 220 General Botany SLO 1 Demonstrate understanding of the 2016 - 2017 Exam Of the students that to cological (Spring) this number represents the students that | | BIOL 220 | General Botany | SLO 1 | environmental and ecological | 2016 - 2017 (Fall) | Exam | Of the students that took the final exam, this number represents the students that | Achieved Goal | 36 | 41 Students who pass the class with 70% or better met this SLO. |
| and successfully achieved this SLO | | BIOL 220 | General Botany | SLO 1 | | | Exam | Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | Achieved Goal | 52 | 48 Assess SLO in next cycle |

| Program - Biology: Biotechnology (AS) | BIOL 220 | General Botany | SLO 2 | Recognize members of the major phylk and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at | 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 | the family and penus level Recognize members of the major phyle and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the family and penus level | | 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 | | 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 | | 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 | | 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 | | 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 | n 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. | | Other | Of the students who took the final exam, students who passed the course with a fina 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. | I | 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 fina 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. | ı | 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 | 2016 - 2017 (Spring) | Other | Of the students who took the final exam, students who passed the course with a final grade of C | | 18 | 15 |
|--|----------|---------------------------|-------|--|-------------------------|------------------------------|---|---------------|----|--|
| | | | | cycle. | | | 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. | | | |
| 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. | | 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. | | 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. | | 18 | 15 |
| Program - Biology: Biotechnology (AS) | BIOL 230 | Introductory Cell Biology | SLO 6 | Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction. | | 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. | (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. | | 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. | | 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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 | | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Biology: Biotechnology (AS) | CHEM 210 | General Chemistry I | SLO 4 | | 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 | 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 - 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 | | Survey | see program review | Achieved Goal | 13 | 11 |
|--|----------|--|----------------|---|---------------------------|--------|---|----------------------|----------|---|
| Program - Biology: General (AS) | BIOL 102 | Environmental Science and Conservation | SLO 1 | through explanations and appropriate Explain the fundamental importance of land and other natural resource conservation. | | 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) | | 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 | | 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) | | Environmental Science and Conservation | SLO 2 | Discuss scientific principles as they pertain to conservation of land and other natural resources. | 2017 - 2018 (Fall) | | Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C). | | 34 | 32 |
| Program - Biology: General (AS) | | 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 | | 25 | 23 |
| Program - Biology: General (AS) | | Environmental Science and Conservation | SLO 3 | Explore how to acquire an ethic for responsible use of land and other natural resources. | 2017 - 2018 (Fall) | | Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C). | | 34 | 32 |
| Program - Biology: General (AS) | | Environmental Science and Conservation | SLO 4 | Possess knowledge or skills related to the sustainable development of land and other natural resources. | (Spring) | Survey | Students continued to score highly on essays for this SLO, as last year. | Achieved Goal | 25 | 23 |
| Program - Biology: General (AS) Program - Biology: General (AS) | | Environmental Science and Conservation General Principles of Biology | SLO 4 SLO 1 | Possess knowledge or skills related to the sustainable development of land and other natural resources. Explain the principles of evolution that | | Other | Of the 34 students that completed the course, 32 had a passing final grade of 70% or higher (C). Of 59 students who completed the course, | | 34 59 | 32 57 |
| Program - Biology, General (A.S) | BIOLITO | General Finiciples of Biology | 310 1 | underlie all of biology. | 2010 (Summer) | Other | 57 earned a C or better for their final grade the criterion for success is 70% of the class earning C or better | 2; | 35 | 37 |
| 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 Canwas, 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 Canwas, 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 | 2; | 59 | 57 |
| Program - Biology: General (AS) | | General Principles of Biology | SLO 2 | Describe relationships and dynamics in ecosystems. | | | The five Bio 1.10 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. | | 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. | 1 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 2 3. completed quizzes, Prof. Diamond had 2 3. | 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 | | 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 | earnine C or hetter The five Bio 110 SLOs were assessed by an online exit quiz on Canwas, 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 | | 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. Dlamond 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 | 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. | | 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 | 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 | community and ecosystem 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 equips. | 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 | 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, | 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 | 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 | completing course assignments 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 | 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 | | 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 | 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 | evaluate current issues related to 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 | 2016 - 2017 (Spring) | Exam | Students who completed the class with a C or better met this SLO. $ \label{eq:complete} % \begin{center} \begi$ | Achieved Goal | 17 | 14 |
| Program - Biology: General (AS) BIOL 184 | Wildlife Biology | SLO 1 | | 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 | | 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 | 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 | custainable use of natural resources 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 | | 42 | 25 |
| Program - Biology: General (AS) BIOL 210 | General Zoology | SLO 1 | Explain the importance of animal diversity. | 2016 - 2017 (Spring) | Exam | week and walks through the concents and 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 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: 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. | | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | 2016 - 2017 (Fall) | Exam | and successfully achieved this SLO 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 | the family and nague layal 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 | | 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 | the familis and senus level Recognize members of the major phylic and classes of plants (diversity), and demonstrate proficiency in the use of a dichotomous key to identify plant at the familis and senus level | | 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 | this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SIO 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 SIO. | 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 | 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 | 2016 - 2017 (Fall) | Assignment/Project | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | Achieved Goal | 36 | 41 Assess SLO in next cycle |
| Program - Biology: General (AS) BIOL 220 | General Botany | SLO 5 | results Perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results | 2016 - 2017 (Fall) | Assignment/Project | and sucressfully achieved this SIO 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 | 2016 - 2017 (Spring) | Exam | this number represents the students that passed the exam with a C (70%) or better | 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 | and surcescfully achieved this SIO 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 | n 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 organells structure and function in prokaryotic and eukaryotic cells, including landmark experiments. | | Other | | | 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 fina 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. | ı | 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 fina 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 | ı | 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. | | Other | did achieve the goal. 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. | ı | 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 | 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 | 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. | | Other | did achieve the goal. Of the students who took the final exam, Astudents 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. | | Other | - | 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, a 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. | | Other | | 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 | | 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 | - | 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. | | Other | - | Achieved Goal | 18 | 15 |
| Program - Biology: Medical (AS) BIOL 230 | Introductory Cell Biology | SLO 5 | Explain and apply principles of classical/Mendellan Genetics to problems in genetics or biotechnology | 2016 - 2017 (Spring) | Other | | Achieved Goal | 18 | 15 |
| Program - Biology: Medical (AS) BIOL 230 | Introductory Cell Biology | SLO 6 | Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction. | | Other | Of the students who took the final exam, A 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 7 | Demonstrate basic laboratory skills for objective investigation of cell biology phenomena and a scientific approach to investigating cells. | | Other | Of the students who took the final exam, Astudents 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 2 General Microbiology SLO 3 General Microbiology SLO 2 General Microbiology SLO 3 General Microbiology SLO 3 General Microbiology SLO 3 General Microbiology SLO 3 General Microbiology SLO 4 General Microbiology SLO 3 General Microbiology SLO 4 General Microbiology SLO 4 General Microbiology SLO 4 General Microbiology SLO 5 General Microbi | |
|--|---|
| Program - Biology: Medical (AS) BIOL 240 General Microbiology Size Si | |
| Program - Biology: Medical (AS) BIOL 240 General Microbiology SLO 2 Demonstrate an undestanding of the cell structure, genetic and metabolic cell structure, genetic and genetic structure, genetic structu | to be assessed more in the final exam to r measure of retention of information. |
| Horizonia program - Biology: Medical (AS) BIOL 240 General Microbiology and Biology SLO 4 General Microbiology and biology SLO 5 Demonstrate Accommoder day applications of microbiology and understanding of microbiology. Medical (AS) BIOL 250 General Microbiology Program - Biology: Medical (AS) BIOL 250 Human Anatomy Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structures of the body by response cadavers and visual media. Systems using moders to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 3 Describe choling and inclinating and program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 4 Demonstrate inclination and program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 5 Demonstrate inclination and program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 1 Demonstrate inclination and program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 3 Describe cellular activity using Achieved Goal SExam This is something we work on all sements. Achieved Goal SExam This is assessment is based on one warm of the students do other exam the students do other exam the students do other exam of the student | ment needs to be incorporated into both Id final exams to check for retention of 1. |
| 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. Program - Biology: Medical (AS) BIOL 240 General Microbiology SLO 5 Demonstrate a knowledge of individual publications of microbiology. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Manna Anatomy SLO 2 Relate the structure to the function of an anatomic structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of an anatomic structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of an another structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of an another structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of an another structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 4 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 4 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspects of nomal functions. Program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Demonstrate how aspect | nore lab skills that could be incorporated technique is the most critical to success iology lab. |
| would be more 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. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Describes cellular activity using chemical and physical principles. Spring Spring (Spring) Fig. 2016 - 2017 (Fall) Spring Understanding of cellular structure and function of program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. Spring Spring Understanding of cellular structure and function of program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. Spring Spring Understanding of cellular structure and function of program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. Spring Spring Understanding of cellular structure and function of program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 2 Describe cellular activity using program - Biology: Medical (AS) BIOL 250 Human Physiology SLO 250 Human Physio | ts are successful in describing the ethod. We are implementing more of the scientific method. |
| Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of anatomic structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 4 Demonstrate how aspects of normal program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. Program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. SLO 4 Demonstrate how aspects of normal program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. SLO 4 Demonstrate how aspects of normal program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. SLO 4 Demonstrate how aspects of normal program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. SLO 4 Demonstrate how aspects of normal program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. SLO 4 Demonstrate how aspects of normal program - Biology: Medical (AS) BIOL 260 Human Anatomy Achieved Goal 34 33 34 33 34 34 34 34 34 34 34 34 34 | uld be assessed by other methods that nore complete. |
| Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 2 Relate the structure to the function of 2016 - 2017 (Fall) Exam Based on the average of 3 practicum exams Did Not Achieve Goal 34 21 anatomic structures. Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 4 Demonstrate how aspects of nomal functioning relate to clinical issues. Program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Demonstrate how aspects of nomal functioning relate to clinical issues. Program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Demonstrate how aspects of nomal functioning relate to clinical issues. Program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Demonstrate how aspects of nomal functioning relate to clinical issues. SLO 2 Demonstrate how aspects of nomal functioning relate to clinical issues. SLO 2 Demonstrate how aspects of nomal functioning relate to clinical issues. The first exam tested students on their Achieved Goal 26 16 On Exam 1,6 or Standing of cellular structure and function | |
| Program - Biology: Medical (AS) BIOL 250 Human Anatomy SLO 4 Demonstrate how aspects of nomal functioning relate to clinical issues. Program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using chemical and physical principles. SLO 2 Describe cellular activity using chemical and physical principles. SLO 2 Describe cellular activity using chemical and physical principles. SPRING TO FROM THE RESTANCIAN CONTROL OF THE R | |
| Program - Biology: Medical (AS) BIOL 260 Human Physiology SLO 2 Describe cellular activity using 2016 - 2017 Exam The first exam tested students on their Achieved Goal 26 16 On Exam 1,6 | |
| this exam the this was not | 62 percent (16/26) of students got a ner. However the average score was 72%, S.CO achieved. Most of the content was requisite knowledge, so it would be nat scores would be slightly higher on han the subsequent exams. However, t the case, perhaps because students g used to the classroom expectations. |
| functioning of specific body tissues (Spring) to this SLO: assignments and organs. 1. muscle modelling assignment 1. muscle modelling assignment 3. muscle modelling assignment 5. trudents see | of the submissions for these s had a score of 70% or above. This is lof 104 assignment instances (26 x 4), sem to do well on low stakes activities, pletion is more important that accuracy. |
| Program - Biology: Medical (AS) CHEM 210 General Chemistry I SLO 1 Describe and give examples of various 2017 - 2018 (Fall) Survey see program review Achieved Goal 31 31 | |
| classifications of matter. Program - Biology: Medical (AS) CHEM 210 General Chemistry I SLO 2 Understand and use scientific 2017 - 2018 (Fall) Survey see program review Achieved Goal 31 31 31 | |
| Program - Biology: Medical (AS) CHEM 210 General Chemistry I SLO 3 Recognize the interrelationships of substance, atomic, molecular substance, atomic molecular su | |
| structure and the associated Program - Biology: Medical (AS) CHEM 210 General Chemistry I SLO 4 Competently perform experiments 2017 - 2018 (Fall) Survey see program review Achieved Goal 31 31 | |
| and evaluate data obtained from Program - Biology: Medical (AS) CHEM 220 General Chemistry II SLO 1 Demonstrate an understanding of the 2017 - 2018 (Fall) Survey see program review Achieved Goal 13 13 | |
| basic principles of chemical reactions and reaction processes through evaluations and appropriate | |
| Program - Biology: Medical (AS) CHEM 220 General Chemistry II SLO 2 Demonstrate an understanding of the 2017 - 2018 (Fall) Survey see program review Achieved Goal 13 13 13 energy associated with chemical reactions through explanations and anononciate calculations | |
| Program - Biology: Medical (AS) CHEM 220 General Chemistry II SLO 3 Demonstrate a basic knowledge of 2017 - 2018 (Fall) Survey see program review Achieved Goal 13 11 atomic and molecular stability and the formation of various stable products | |
| throush evalonations and anononiste (AS) Program - Biology: Pre-Nursing BIOL 240 General Microbiology SLO 1 Describe or demonstrate an 2016 - 2017 (Fall) Exam This assessment used a series of exam Achieved Goal 19 15 This needs to understanding of Taxonomy and questions so we ended up with a non- Phylogeny of microorganisms and their relationship to human health and the environment the environment through explanations and anononistate an 2016 - 2017 (Fall) Exam This assessment used a series of exam Achieved Goal 19 15 This needs to questions so we ended up with a non- whole number of students succeeding. | to be assessed more in the final exam to |

| Program - Biology: Pre-Nursing BIOL 240 (AS) | 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 - Biology: Pre-Nursing BIOL 240 (AS) | General Microbiology | SLO 3 | techniques appropriate to microbiology and ability to organize qualitative and quantitative data into | 2016 - 2017 (Fall) | Presentation/Perfor mance | of exam questions that were averaged 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 a septic technique is the most critical to success in a microbiology lab. |
| Program - Biology: Pre-Nursing BIOL 240 (AS) | General Microbiology | SLO 4 | a laborator report 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 BIOL 240 (AS) | 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 BIOL 250 (AS) | 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 BIOL 250 | Human Anatomy | SLO 2 | Relate the structure to the function of | 2016 - 2017 (Fall) | Exam | Based on the average of 3 practicum exams | Did Not Achieve Goal | 34 | 21 |
| (AS) Program - Biology: Pre-Nursing BIOL 250 | Human Anatomy | SLO 4 | | 2016 - 2017 (Fall) | | Based on presentations of clinical anatomy | Achieved Goal | 34 | 33 |
| (AS) Program - Biology: Pre-Nursing BIOL 260 (AS) | Human Physiology | SLO 2 | | 2016 - 2017 (Spring) | mance Exam | topics 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 BIOL 260 (AS) | Human Physiology | SLO 3 | | 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 that accuracy. |
| Program - Biology: Pre-Nursing CHEM 210 (AS) | 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 CHEM 210 | General Chemistry I | SLO 2 | Understand and use scientific | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| (AS) Program - Biology: Pre-Nursing CHEM 210 (AS) | General Chemistry I | SLO 3 | measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Biology: Pre-Nursing CHEM 210 | General Chemistry I | SLO 4 | structure and the associated Competently perform experiments | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| (AS) Program - Biology: Pre-Nursing CHEM 220 (AS) | General Chemistry II | SLO 1 | and evaluate data obtained from Demonstrate an understanding of the basic principles of chemical reactions | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| (A3) | | | and reaction processes through | | | | | | |
| Program - Biology: Pre-Nursing CHEM 220 (AS) | General Chemistry II | SLO 2 | 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: Pre-Nursing CHEM 220 (AS) | 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 CHEM 410 (AS) | Health Science Chemistry I | SLO 1 | through evaluations and appropriate At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 39 | 39 |
| | | | | | | | | | |
| Program - Biology: Pre-Nursing CHEM 410 (AS) | Health Science Chemistry I | SLO 2 | various states they exist in 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 |
| | Health Science Chemistry I Health Science Chemistry I | SLO 2 | various states than exist in 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) | | see program review see program review | Achieved Goal | 39 | 39 |

| 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 | | 59 | 57 |
| Program - Biotechnology (CS) | BIOL 110 | General Principles of Biology | SLO 2 | Describe relationships and dynamics in ecosystems. | 2016 - 2017 (Fall) | Other | earning for hetrer 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 | 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 - 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 | | 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 | or nizer LL. 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 hetter | | 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 Canwas, 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 Canwas, 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 | course, 42 had a passing final grade of 70% | Achieved Goal | 50 | 42 |
| Program - Biotechnology (CS) | BIOL 110 | General Principles of Biology | SLO 4 | Describe the diversity of organisms. | 2017 - 2018 (Fall) | Other | or hisher (Cl. 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. | | 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 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 - 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% of better. The outcome surpassed the 70% threshold and the goal is achieved. | | 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 surgessfully achieved this SI O | 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 | | 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 | 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 | 2016 - 2017 (Fall) | | and successfully achieved this SLO 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 | the family and genus layel 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 | 2016 - 2017 (Fall) | | 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 | the family and genus layel 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 | | | 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 | the family and genus level 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 | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO Of the students that took the final exam, this number represents the students that passed the exam with a C (70%) or better | 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 | and successfully achieved this SLO 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 | 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 | Achieved Goal | 52 | 48 Assess SLO in next cycle |
| Program - Biotechnology (CS) | BIOL 220 | General Botany | SLO 6 | structure, developmental processes, and function at different levels from molecular to cellular to organismal; including the understanding of | 2016 - 2017 (Fall) | Exam | and surressfullu arhiavard this SIO 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 | 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 | 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 | 2016 - 2017 (Spring) | | Of the students that took the final lab exam practical, this number represents the students that passed the exam with a C 170% or better and successfully achieved | n Achieved Goal | 52 | 46 Assess SLO in next cycle |
| Program - Biotechnology (CS) | BIOL 230 | Introductory Cell Biology | SLO 1 | ctrustries Describe and relate the origin of life and subsequent evolution of organelle structure and function in prokaryotic and eukaryotic cells, including landmark experiments. | | Other | 170% or better and sucressfully arbitished 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. | ı | 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) | | Of the students who took the final exam, students who passed the course with a fina 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 betterr, so the class did achieve the goal. | 1 | 18 | 15 |

| Program - Biotechnology (CS) | BIOL 230 | Introductory Cell Biology | SLO 3 | | 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 | Achieved Goal | 18 | 15 |
|------------------------------|----------|---------------------------|-------|--|-------------------------|------------------------------|--|---------------|----|--|
| | | | | | | | 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. | | | |
| Program - Biotechnology (CS) | BIOL 230 | Introductory Cell Biology | SLO 4 | Distinguish and compare biochemistry, synthesis of nucleic acids and proteins, including major experimental techniques. | | 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. | | 18 | 15 |
| Program - Biotechnology (CS) | BIOL 230 | Introductory Cell Biology | SLO 5 | 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. | | 18 | 15 |
| Program - Biotechnology (CS) | BIOL 230 | Introductory Cell Biology | SLO 6 | Describe elements of prokaryotic and eukaryotic gene regulation and signal transduction. | | 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. | (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. | | 18 | 15 |
| Program - Biotechnology (CS) | BIOL 230 | Introductory Cell Biology | SLO 8 | | 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. | | 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/Perfor mance | 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 | 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 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Biotechnology (CS) | CHEM 210 | General Chemistry I | SLO 3 | | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Biotechnology (CS) | CHEM 210 | General Chemistry I | SLO 4 | | 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 anononriate 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 | 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 | through explanations and appropriate 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 | 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 | nhrase annositives 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 materiail |
| 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. | | 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 I 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 | ENGL 838 | Intensive Introduction to | SLO 4 | Write clear, complex sentences using | 2016 - 2017 (Fall) | Fssav | One section assessed | Achieved Goal | 19 | 10 |
|---|----------|--|-------|---|-------------------------|------------------|----------------------|---------------|-----|--|
| (CA) | ENGEOSO | Composition and Reading | 320 4 | coordinating and subordinating conjunctions, concession, and noun | 2010 - 2017 (1811) | Lissay | One section assessed | Actieved doub | 13 | 10 |
| Program - Building Inspection (CA) | ENGL 838 | Intensive Introduction to Composition and Reading | SLO 5 | nhrase annositives 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 materiall |
| 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 | | 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 | 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 | conceuts 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 | discounted cash flow model 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 | BUS. 100 | Contemporary American Business | SLO 1 | Understand the general business | 2016 - 2017 (Fall) | Fxam | Maintain this SLO | Achieved Goal | 179 | 173 Reword SLO to eliminate 'understand' |
|---|----------|---|-----------------|--|---------------------------|------------------------------|--|---------------|-----|---|
| Administration (AS-T) | | | | environment. | | | | | | |
| 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 | BUS. 100 | Contemporary American Business | SLO 1 | Understand the general business | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 150 |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 2 | environment. Evaluate tax/liability issues and select | 2016 - 2017 (Fall) | Assignment/Project | Maintain this SLO | Achieved Goal | 179 | 173 Incorporate into further group exercises. |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 2 | a legal form of incorporation. Evaluate tax/liability issues and select | 2016 - 2017 | Exam | Forms of incorporation for hypothetical | Achieved Goal | 139 | 126 Update state/federal tax code guidelines in |
| Administration (AS-T) | | | | a legal form of incorporation. | (Spring) | | businesses uses in support of lecture material | | | 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 | Achieved Goal | 160 | 145 Further integrate with Business Law course/guest lectures by JD/CPA. |
| Program - Business | BUS. 100 | Contemporary American Business | SLO 2 | Evaluate tax/liability issues and select | 2017 - 2018 (Fall) | Survey | advantageous legal entity as related to see program review | Achieved Goal | 154 | 131 |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 3 | a legal form of incorporation. Understand and evaluate financial | 2016 - 2017 (Fall) | Exam | Reword SLO to eliminate 'understand' | Achieved Goal | 179 | 173 Current approach successful (daily discussion of |
| Administration (AS-T) | | | | markets. | | | | | | global financial markets, evaluation of material knowledge by examination) |
| Program - Business | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial | 2016 - 2017 | Assignment/Project | Students track a publicly-traded company | Achieved Goal | 139 | 135 Project successful. Utilize daily market/news |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial | (Spring) 2017 (Summer) | Assignment/Project | | Achieved Goal | 30 | analysis. 28 Maintain SLO. Project popular/integrates multiple |
| Administration (AS-T) | | | | markets. | | | Daily evaluation of financial markets. | | | lines of knowledge relevant to the course. |
| Program - Business Administration (AS-T) | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial markets. | | | Students track a public company throughout semester, analyze org. | 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 | see program review | 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 | BUS. 100 | Contemporary American Business | SLO 4 | Conduct a market analysis and design | 2017 - 2018 (Fall) | Assignment/Project | Food truck project. | Achieved Goal | 160 | 155 Eliminate this SLO as overlaps with BUS180. |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 4 | a marketing mix. Conduct a market analysis and design | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 137 |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 5 | a marketing mix. Develop communication skills, | 2016 - 2017 (Fall) | Assignment/Project | Increased use of oral/PowerPoint | Achieved Goal | 179 | 173 Add "and practice" to SLO wording? |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 5 | including verbal, written, and Develop communication skills, | 2016 - 2017 | Presentation/Perfor | presentation by students Oral presentations in class. Persuasive | Achieved Goal | 139 | 139 Coordinate with Toastmasters. Practice interviews, |
| Administration (AS-T) | | , | | including verbal, written, and presentation. | (Spring) | mance | speech. | | | 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/Perfor mance | 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/Perfor mance | 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 | BUS. 100 | Contemporary American Business | SLO 5 | Develop communication skills, | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 148 |
| Administration (AS-T) Program - Business | BUS. 100 | Contemporary American Business | SLO 5 (Archived | including verbal, written, and Work effectively in groups/teams. | 2016 - 2017 | Assignment/Project | Group work/video pitch-deck | Achieved Goal | 86 | 82 Group work will be expanded. Group work not only |
| Administration (AS-T) | | | 2016) | , , , | (Spring) | | presentation/group exercises. | | | 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. Corrdinate 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 | BUS. 100 | Contemporary American Business SLO 6 | Increased awareness of career | 2017 (Summer) | Discussion | Career paths for each chapter of material | Achieved Goal | 30 | 30 Increase coordination with new Dir. of Industry |
|---|----------|--|--|---------------------------|------------|---|---------------|-----|---|
| Administration (AS-T) | | | opportunities in the broad field of business. | | | were highlighted. | | | 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. | | 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- elemProbability>&>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- elemProbability>&>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. | | | 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- elemProbability>&>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 d (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. | | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | and interpret the associated scatistics. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics. | 2016 - 2017 (Spring) | Exam | | 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- elemProbability>&>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. | | 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 | 3 5 | 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 | 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 | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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. | | 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- elemProbability>&>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 | dovalinates. 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- elemProbability>&>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. | | 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. | | 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- elemProbability>&>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. | | 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- elemProbability>&>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. | | 85 | 44 |

| Program - Business | MATH 200 | Elementary Probability and Statistics | SLO 8 | Distinguish the difference between | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 59 |
|--|----------|---------------------------------------|---------|---|-------------------------|-------|---|----------------------|-----|---|
| Administration (AS-T) | | | | sample and population distributions and analyze the role played by the Central Limit Theorem | | | | | | |
| 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Business Administration (AS-T) | MATH 200 | Elementary Probability and Statistics | SLO 9 | Central Limit Theorem 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. | | 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- elemProbability>&>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, | 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 | oroducts, auotients, and the chain 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 | function. Determine maxima and minima in optimization problems using the | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 21 |
| | MATH 241 | Applied Calculus I | SLO 6 | derivative. Use derivatives to find rates of change | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 20 |
| | MATH 241 | Applied Calculus I | SLO 7 | and tangent lines. Use calculus to analyze revenue, cost, | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 20 |
| Administration (AS-T) Program - Business Administration (AS-T) | MATH 241 | Applied Calculus I | SLO 8 | and profit. Find definite and indefinite integrals by using the general integral formulas, integration by substitution, and other | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 15 |
| | MATH 241 | Applied Calculus I | SLO 9 | integration techniques Use integration in business and | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 13 |
| Administration (AS-T) Program - Business Administration, Option 1 (AA) | ACTG 100 | Accounting Procedures | SLO 1 | economics applications. 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, | 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 | purchasing cycle and payroll 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 | behavior required in the accounting | 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 | profession 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 | 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 | concepts 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' |
| | | | | | | | | | | |

| | 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/invite 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 | 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 - 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 | advantageous legal entity as related to 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 | all semester and across multiple | 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 | homeworks. 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. | 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 | | SLO 4 | | 2017 (Summor) | Assignment/Project | In alone project (evereine | | | |
| rammstration, option 1 (70) | | Contemporary American Business | | Conduct a market analysis and design a marketing mix. | 2017 (Summer) | Assignment/Troject | 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 Contemporary American Business | SLO 4 | | | | | Achieved Goal | 30 160 | 28 Eliminate SLO as overlaps with BUS180. 155 Eliminate this SLO as overlaps with BUS180. |
| Program - Business | BUS. 100 | | | a marketing mix. Conduct a market analysis and design | 2017 - 2018 (Fall) | Assignment/Project | | | | |
| Program - Business Administration, Option 1 (AA) Program - Business | | Contemporary American Business | SLO 4 | a marketing mix. Conduct a market analysis and design a marketing mix. Conduct a market analysis and design | 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Assignment/Project Survey | Food truck project. | Achieved Goal | 160 | 155 Eliminate this SLO as overlaps with BUS180. |
| Program - Business Administration, Option 1 (AA) Program - Business Administration, Option 1 (AA) Program - Business | BUS. 100 | Contemporary American Business Contemporary American Business | SLO 4 | a marketing mix. Conduct a market analysis and design a marketing mix. Conduct a market analysis and design a marketing mix. Develop communication skills, including verbal, written, and | 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Assignment/Project Survey Assignment/Project | Food truck project. see program review Increased use of oral/PowerPoint | Achieved Goal | 160 | 155 Eliminate this SLO as overlaps with BUS180. |
| Program - Business Administration, Option 1 (AA) Program - Business Administration, Option 1 (AA) Program - Business Administration, Option 1 (AA) Program - Business | BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business | SLO 4 SLO 4 SLO 5 | a marketing mix. Conduct a market analysis and design a marketing mix. Conduct a market analysis and design a marketing mix. Develop communication skills, including verbal, written, and presentation. Develop communication skills, including verbal, written, and presentation. Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Fall) 2016 - 2017 | Assignment/Project Survey Assignment/Project Presentation/Perfor mance Presentation/Perfor | Food truck project. see program review Increased use of oral/PowerPoint presentation by students Oral presentations in class. Persuasive | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 160 154 179 | 155 Eliminate this SLO as overlaps with BUS180. 137 173 Add "and practice" to SLO wording? 139 Coordinate with Toastmasters. Practice interviews, |
| Program - Business Administration, Option 1 (AA) | BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business Contemporary American Business | SLO 4 SLO 5 SLO 5 SLO 5 | a marketing mix. Conduct a market analysis and design a marketing mix. Conduct a market analysis and design a marketing mix. Develop communication skills, including verbal, written, and presentation. Develop communication skills, including verbal, written, and presentation. Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Assignment/Project Survey Assignment/Project Presentation/Performance Presentation/Performance | Food truck project. see program review Increased use of oral/PowerPoint presentation by students Oral presentations in class. Persuasive speech. Group presentations based on one of three | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 160 154 179 139 | 155 Eliminate this SLO as overlaps with BUS180. 137 173 Add "and practice" to SLO wording? 139 Coordinate with Toastmasters. Practice interviews, presentations, pitches. 30 Continue using the group presentation to reinforce |
| Program - Business Administration, Option 1 (AA) | BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business Contemporary American Business Contemporary American Business | SLO 4 SLO 5 SLO 5 SLO 5 SLO 5 | a marketing mix. Conduct a market analysis and design a marketing mix. Conduct a market analysis and design a marketing mix. Develop communication skills, including verbal, written, and presentation. Develop communication skills, including verbal, written, and including verbal, written, and | 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Assignment/Project Survey Assignment/Project Presentation/Perfor mance Presentation/Perfor mance Presentation/Perfor mance | Food truck project. see program review Increased use of oral/PowerPoint presentation by students Oral presentations in class. Persuasive speech. Group presentations based on one of three instructor-provided prompts. Group project and presentation. Highly successful in support of lecture material | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 160 154 179 139 | 155 Eliminate this SLO as overlaps with BUS180. 137 173 Add "and practice" to SLO wording? 139 Coordinate with Toastmasters. Practice interviews, presentations, pitches. 30 Continue using the group presentation to reinforce the lecture material. 157 Expand this portion of curricula to overlap with other chapter material (I.e. financial markets, legal entities) and have students do more regular |

| Program - Business BUS. 100 Administration, Option 1 (AA) | 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 BUS. 100 Administration, Option 1 (AA) | 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 BUS. 100 Administration, Option 1 (AA) | 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 BUS. 100 Administration, Option 1 (AA) | 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 BUS. 100 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | Introduction to Computer and Information Science | SLO 1 | Articulate a general understanding of computers and digital basics | 2016 - 2017 (Spring) | Exam | The studends 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 homwork 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 CIS 110 Administration, Option 1 (AA) | 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 wll. 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 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. | | 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 | (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 | individuals teams and mount Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within | 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 | them work 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 | constructive debate on key management 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. |
| Decare Distance | MCMT 220 | Organizational Robavian | SIOF | Autioulate the differences in teams | 2016 2017 | Farrier | Toom discussions are purlicable to most | Ashiound Cool | 20 | 25 |
| 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 | 2016 - 2017 (Spring) | Forum | 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 | motivation Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its | 2016 - 2017 (Spring) | Forum | 86% were able to articulate required tonics 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 | influence on both group and individual 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 | 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 | concepts 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 | 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 | information to make decisions Discounted cash flow: Perform time value of money analysis using the | 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 | discounted cash flow model Ethics: Identify and analyze ethical standards issued by professional | 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 | organizations 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 | 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 - 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 | advantageous legal entity as related to see program review | 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. | 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 | structure, etc. see program review | 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/Perfor mance | 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 | 2017 (Summer) | Presentation/Perfor mance | 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 | presentation. Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) | Presentation/Perfor mance | 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 | 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) | oresentation. 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. Corrdinate 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. | | 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 attached | 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- elemProbability>&>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 | 2016 - 2017 (Fall) | Exam | On average 81% of students were successful with questions addressing this | Achieved Goal | 219 | 177 |
| Program - Business Administration, Option 2 (AA) | MATH 200 | Elementary Probability and Statistics SLO 10 | values. Determine and interpret levels of statistical significance including p-values. | 2016 - 2017 (Spring) | Exam | SLO. 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. | | 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- elemProbability>&>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- elemProbability>&>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 Il 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 I (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. | | 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 I (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 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 | populations. Formulate hypothesis tests involving samples from one and two | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Business Administration, Option 2 (AA) | MATH 200 | Elementary Probability and Statistics SLO 14 | ooulations. Select the appropriate technique for testing a hypothesis and interpret the result. | | 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. | | 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. | | 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. | | | 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. | (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | 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. | | 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. | | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | 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. | | 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 | 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 | | 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- elemProbability>&>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. | | 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- elemProbability>&>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 when will near a the hoard of the semestre. | 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 | whom will pass at the end of the semester. see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Business Administration, Option 2 (AA) | MATH 200 | Elementary Probability and Statistics SLO 6 | advantages. 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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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. | | Other | see docs uploaded to slo 1 | 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- elemProbability>&>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. | 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 59 |
| Program - Business Administration, Option 2 (AA) | MATH 200 | Elementary Probability and Statistics SLO 8 | Central I imit Theorem Distinguish the difference between sample and population distributions and analyze the role played by the Central I imit Theorem | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |

| Program - Business MATH 200 Administration, Option 2 (AA) | Elementary Probability and Statistics | S 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 MATH 200 Administration, Option 2 (AA) | Elementary Probability and Statistics | s 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 MATH 200 Administration, Option 2 (AA) | 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 MATH 200 Administration, Option 2 (AA) | Elementary Probability and Statistics | SLO 9 | Construct and interpret confidence intervals. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 42 |
| Program - Business MATH 241 Administration, Option 2 (AA) | 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 MATH 241 Administration, Option 2 (AA) | Applied Calculus I | SLO 2 | Find the derivatives of functions involving constants, sums, differences, products. Quotients, and the chain | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 24 |
| Program - Business MATH 241 Administration, Option 2 (AA) | Applied Calculus I | SLO 3 | | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 24 |
| Program - Business MATH 241 Administration, Option 2 (AA) | 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 MATH 241 Administration, Option 2 (AA) | Applied Calculus I | SLO 5 | | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 21 |
| Program - Business MATH 241 Administration, Option 2 (AA) | 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 MATH 241 Administration, Option 2 (AA) | 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 MATH 241 Administration, Option 2 (AA) | 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 MATH 241 Administration, Option 2 (AA) | 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 BUS. 315 Processing Option 1: Microcomputer/Office Assistant (AA) | 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 CRER 127 Processing Option 1: Microcomputer/Office Assistant (AA) | 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. | | 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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (AA) | 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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (AA) | 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. | (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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (AA) | Organizational Behavior | SLO 3 | 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 dehate on key management. | Achieved Goal | 29 | 25 Review current SLOs for updating. |

| Program - Business Information MGMT 220 Processing Option 1: Microcomputer/Office Assistant (AA) | 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 foropped the class because they could not understand English enough to continue. |
|--|-------------------------------|-------|---|-------------------------|--------------------|--|----------------------|-----|---|
| Program - Business Information MGMT 220 Processing Option 1: Microcomputer/Office Assistant (AA) | 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. | | 29 | 25 |
| Program - Business Information MGMT 220 Processing Option 1: Microcomputer/Office Assistant (AA) | Organizational Behavior | SLO 6 | Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individua | | 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 BUS. 315 Processing Option 1: Microcomputer/Office Assistant (CA) | Keyboarding I | SLO 1 | hehaviars demonstrate knowledge of alphabetic keyboard and numeric keypad. | 2017 - 2018 (Fall) | Other | see uploaded docs | Achieved Goal | 22 | 17 |
| Program - Business Information CRER 127 Processing Option 1: Microcomputer/Office Assistant (CA) | 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. | | 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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (CA) | 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. | | 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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (CA) | Organizational Behavior | SLO 2 | Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to | (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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (CA) | Organizational Behavior | SLO 3 | individuals teams and grouns Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within | 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 | Achieved Goal | 29 | 25 Review current SLOs for updating. |
| Program - Business Information MGMT 220 Processing Option 1: Microcomputer/Office Assistant (CA) | Organizational Behavior | SLO 4 | them work 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 | constructive debate on key management 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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (CA) | 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 MGMT 220 Processing Option 1: Microcomputer/Office Assistant (CA) | Organizational Behavior | SLO 6 | Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its influence on both group and individua | | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | QuickBooks: Set-up and Service Business | SLO 4 | Financial Statements: Prepare financia statements using QuickBooks | l 2016 - 2017 (Spring) | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Business Information ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | QuickBooks: Payroll and Merchandising Business | SLO 2 | Data Files: Set up and prepare payroll for a small business using QuickBooks | | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Business Information ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | QuickBooks: Payroll and Merchandising Business | SLO 4 | Financial Statements: Prepare financia statements using QuickBooks | l 2016 - 2017 (Spring) | Assignment/Project | Students met the objective. | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Business Information ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | Contemporary American Business | SLO 1 | Understand the general business environment. | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 150 |
| | Program - Business Information BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | Contemporary American Business | SLO 3 | Understand and evaluate financial markets. | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 135 |
| | Program - Business Information BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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. |
| 4 | | | | | | | | | | |

| Program - Business Information BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | Contemporary American Business | SLO 5 | Develop communication skills, including verbal, written, and presentation. | 2016 - 2017 (Spring) | Presentation/Perfor mance | Oral presentations in class. Persuasive speech. | Achieved Goal | 139 | 139 Coordinate with Toastmasters. Practice interviews, presentations, pitches. |
| Program - Business Information BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | Contemporary American Business | SLO 5 | Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) | Presentation/Perfor mance | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (AA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | QuickBooks: Set-up and Service Business | SLO 4 | Financial Statements: Prepare financia statements using QuickBooks | ll 2016 - 2017 (Spring) | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Business Information ACTG 144 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | QuickBooks: Payroll and Merchandising Business | SLO 2 | Data Files: Set up and prepare payroll for a small business using QuickBooks | | Assignment/Project | Students met the objective | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Business Information ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | QuickBooks: Payroll and Merchandising Business | SLO 4 | Financial Statements: Prepare financia statements using QuickBooks | l 2016 - 2017 (Spring) | Assignment/Project | Students met the objective. | Achieved Goal | 15 | 15 Continue to support students to ensure student success. |
| Program - Business Information ACTG 145 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 BUS. 100 Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | 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 S | 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) | | 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) | | 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) | | Contemporary American Business | SLO 5 | Develop communication skills, including verbal, written, and presentation. | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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) | | Contemporary American Business | SLO 5 | Develop communication skills, including verbal, written, and presentation. | 2017 (Summer) | Presentation/Perfor mance | 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/Perfor mance | 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) | d 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. Corrdinate with Career Counseling and Director of Workforce Development. |
| Program - Business Information Processing Option 2: Microcomputer/Data Base and Spreadsheet Functions (CA) | | 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) | | 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) | | 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, | 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 | purchasing cycle and payroll 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 | 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 | profession 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 | 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 | advantageous legal entity as related to 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 | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial | 2016 - 2017 | Assignment/Project | | Achieved Goal | 139 | 135 Project successful. Utilize daily market/news |
| Management (CA) Program - Business Management (CA) | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial markets. | (Spring) 2017 (Summer) | Assignment/Project | all semester and across multiple Tracked an equity throughout semester. Daily evaluation of financial markets. | Achieved Goal | 30 | analysis. 28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course. |
| Program - Business | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial | 2017 - 2018 (Fall) | Assignment/Project | Students track a public company | Achieved Goal | 160 | 155 Further coordinate with new Financial Management |
| Management (CA) Program - Business | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial | 2017 - 2018 (Fall) | Survey | throughout semester, analyze org. see program review | Achieved Goal | 154 | class. 135 |
| Management (CA) Program - Business Management (CA) | BUS. 100 | Contemporary American Business | SLO 4 | markets. 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 | BUS. 100 | Contemporary American Business | SLO 4 | Conduct a market analysis and design | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 137 |
| Management (CA) Program - Business | BUS. 100 | Contemporary American Business | SLO 5 | a marketing mix. Develop communication skills, | 2016 - 2017 (Fall) | Assignment/Project | Increased use of oral/PowerPoint | Achieved Goal | 179 | 173 Add "and practice" to SLO wording? |
| Management (CA) Program - Business Management (CA) | BUS. 100 | Contemporary American Business | SLO 5 | including verbal, written, and Develop communication skills, including verbal, written, and presentation. | 2016 - 2017 (Spring) | Presentation/Perfor mance | presentation by students 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/Perfor mance | 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/Perfor mance | 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. Corrdinate 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 135 |
| Program - Business | BUS. 150 | Small Business Management | SLO 1 | business. Explain what it means and takes to be | | Exam | Entrepreneurial Learning Institute curricula | Achieved Goal | 19 | 19 Roll this SLO into general entrepreneurial mindset |
| Management (CA) Program - Business | BUS. 150 | Small Business Management | SLO 2 | an entrepreneur. Understand ethical decision making. | (Spring) 2016 - 2017 | Assignment/Project | used. Ethical case studies/decision making/role- | Achieved Goal | 19 | 19 Additional emphasis on equity/social justice. |
| Management (CA) 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, | (Spring) | Assignment/Project | playing. Pitch-deck competition (state-wide) entered. Class won Silicon Valley/Santa Cruz/Monterey region. Final/capstone project summary business plan. Three | Achieved Goal | 19 | 19 Established intra-disctict pitch-deck competition. Increase coordination with Business Club and SBDC. |
| Program - Business Management (CA) | BUS. 150 | Small Business Management | SLO 4 | including franchising Understand forms of incorporation, and the taxation and liability associated with each. | 2016 - 2017 (Spring) | Exam | husinesces started by students 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 busines plan, including marketing and operations. | s 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 | 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 | marketing. 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 studends 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 homwork 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 | Most of the students were able to demonstrate this very wll. 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. | | 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 individuals teams and groups | (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 hear management. | 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 eask 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. 85% were able to articulate required tonics | 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 materiall |
| 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. | | 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 | | 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 | 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 | object-oriented design model Implement a medium-size computer program that is stylistically and functionally correct, based on an | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 2) correctly. | : Achieved Goal | 25 | 22 Continue with current strategy |
| Program - C++ Programming (CS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | object-oriented design model Reuse existing components through inheritance and polymorphism. | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum size program to design in accordance with OOP | n 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 | guidelines. All 12 students were successful. 92% of students completed the assignment (Assignemnet 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 | | 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 | 2016 - 2017 (Fall) | Assignment/Project | Students were given a recursive task and were asked to implement and debug its | Achieved Goal | 12 | 11 |
| Program - C++ Programming (CS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 5 | | 2016 - 2017 (Spring) | Assignment/Project | creation. Out 10 12 students, 11 were 92% of students completed the assignment (Assignemnet 4) correctly. | : Achieved Goal | 25 | 23 Continue with current strategy |
| Program - C++ Programming (CS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | management. Employ components in the C++ Standard Template Library (STL). | 2016 - 2017 (Fall) | Assignment/Project | handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on | | 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 | excention handling 92% of students completed the assignment (Assignemnet 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 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, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | Achieved Goal | 12 | 8 |
| Program - C++ Programming (CS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 8 | languages to the programming | 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 | paradiems used todav Apply object-oriented techniques to the implementation of abstract data | 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 | the implementation of abstract data | 2016 - 2017 (Spring) | Assignment/Project | SLO satisfied. Assignment 1 was a good refresher and lead-in to the course | 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 | data type to utilize for storing a quantity of data, based on the | 2016 - 2017 (Fall) | Assignment/Project | material. Project 2 supports SLO 2. | Achieved Goal | 29 | 25 |
| Program - C++ Programming (CS) | CIS 279 | (CS2) Data Structures: C++ | SLO 2 | data type to utilize for storing a quantity of data, based on the | 2016 - 2017 (Spring) | Exam | SLO satisfied. The rigor of exam 1 prepared students for what to expect in the course exams. | I Achieved Goal | 33 | 31 Test goals accomplished. |
| Program - C++ Programming (CS) | CIS 279 | (CS2) Data Structures: C++ | SLO 3 | characteristics of the annilication: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware sneed/memory specifics: | 2016 - 2017 (Fall) | Exam | Quiz 2 supports SLO 3. | Achieved Goal | 29 | 25 |
| | | | | | | | | | | |

2016 - 2017 Capstone Project Goal met

Program - Business

MGMT 235 Fundamentals of Supervision

SLO 6

Write a personal supervisory

32

32 For 16 weeks, students analyze their own

Achieved Goal

| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 3 | Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | | 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 (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 4 | speed/memory specifics: Characterize an algorithm using Big 0 notation: | 2016 - 2017 (Fall) | Exam | Midterm exam supports SLO 4 | Achieved Goal | 29 | 25 |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 4 | Characterize an algorithm using Big 0 notation; | 2016 - 2017 (Spring) | Exam | SLO satisfied. Students had to respond to application scenarios to characterize best fit | | 28 | 26 Exams graded with explanations provided for solutions. |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 5 | Implement abstract data types using both static and dynamic data storage | 2016 - 2017 (Fall) | Assignment/Project | algorithms to solve. Project 3 supports SLO 5 | Achieved Goal | 29 | 25 |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 5 | techniques: Implement abstract data types using both static and dynamic data storage | | Assignment/Project | SLO satisfied. Students were given an application specification requiring ADT | Achieved Goal | 25 | 21 Extensive forum discussions to help students complete this project. |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 6 | techniques: Select an appropriate data sort, based on characteristics of data to be sorted | 2016 - 2017 (Fall) | Assignment/Project | implementation of both storage Project 5 supports SLO 6. | Achieved Goal | 29 | 25 |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 6 | together with frequency of sort Select an appropriate data sort, based on characteristics of data to be sorted | | Assignment/Project | SLO satisfied. Course lecture notes and quizzes well prepared students for this | Achieved Goal | 28 | 28 Graded project assignment with feedback to students. |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 7 | together with frequency of sort Employ algorithmic patterns to array, linked and recursive structures | 2016 - 2017 (Fall) | Exam | topic assessment. Quiz 6 supports SLO 7. | Achieved Goal | 29 | 25 |
| Program - C++ Programming (C | 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 | Achieved Goal | 22 | 20 Graded project assignment with feedback to students. |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 8 | Construct reliable, robust solutions to problems involving the storage, | 2016 - 2017 (Fall) | Assignment/Project | can be used to create a table of contents. Project 4 supports SLO 8. | Achieved Goal | 29 | 25 |
| Program - C++ Programming (C | CS) CIS 279 | (CS2) Data Structures: C++ | SLO 8 | retrieval and update of large Construct reliable, robust solutions to problems involving the storage, | 2016 - 2017 (Spring) | Exam | SLO satisfied. Quizzes and exam questions assessed students understanding of design | Achieved Goal | 28 | 26 Exams graded with explanations provided for solutions. |
| Program - CAD/Drafting Technology (AS) | DGME 167 | Web Design I | SLO 1 | and demonstrate the ability to | 2016 (Summer) | Assignment/Project | and test for big data. 85% of students were able to identify and demonstrate Photoshop interface elements | | 25 | 25 Continue to provide emphasis on the short cut commands |
| Program - CAD/Drafting Technology (AS) | DGME 167 | Web Design I | SLO 2 | construct user interface elements 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 | 2016 (Summer) | Assignment/Project | 85% of students were able to identify and demonstrate Photoshop interface elements | | 25 | 25 Continue to provide emphasis on the short cut commands |
| Program - CAD/Drafting Technology (CA) | DGME 167 | Web Design I | SLO 2 | construct user interface elements 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 (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 - CAD/Drafting Technology (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 - CAD/Drafting Technology (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 - CAD/Drafting Technology (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 - CAD/Drafting Technology (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 - 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 | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Chemistry (AS) | CHEM 210 | General Chemistry I | SLO 4 | structure and the associated 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 | annronriate calculations | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 11 |
| Program - Co-Occurring Disorders (CS) | PSYC 410 | Abnormal Psychology | SLO 1 | through explanations and appropriate Demonstrate knowledge of terminology used to define and | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - Co-Occurring Disorders (CS) | PSYC 410 | Abnormal Psychology | SLO 2 | describe abnormal behavior. Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression | | Survey | See Program Review | Achieved Goal | 55 | 47 |
| Program - Co-Occurring Disorders (CS) | PSYC 410 | Abnormal Psychology | SLO 3 | of nsychological 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - Co-Occurring Disorders (CS) | PSYC 410 | Abnormal Psychology | SLO 5 | applications within the field of Compare and contrast core theories and treatment modalities as applied to major psychological disorders. | | 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/Perfor mance | 3.3 | Achieved Goal | 120 | 111 |
| Program - Communication Studies (AA) | COMM 110 | Public Speaking | SLO 1 | 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 | Incorporate research, sound reasoning and evidence that support claims they make in their presentations of | | Presentation/Perfor mance | 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 | | 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 | | Essay | 3.2 | Achieved Goal | 120 | 106 |
| Program - Communication Studies (AA) | COMM 110 | Public Speaking | SLO 3 | listeners. 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, | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 24 |
| Program - Communication Studies (AA) | COMM 110 | Public Speaking | SLO 5 | demographics. and psychological 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 | 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 | expmunication Explain the basic elements of the communication process in interpersonal settings | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| | | | | | | | | | | |

Demonstrate integration with other 2016 (Summer) Assignment/Project 80% of students were able to integrate Achieved Goal

25

20 This the first course students take and most do not

Program - CAD/Drafting

DGME 167 Web Design I

SLO 7

| 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 3 | multidimensional identity and its role Analyze physiological, social, and cultural factors that affect perception | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings Analyze physiological, social, and cultural factors that affect perception | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandings Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts Apply learned skills and communication theories in various | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 72 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 5 | communication contexts Demonstrate an understanding of ethical interpersonal communication | 2016 - 2017 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 5 | founded on communication theory Demonstrate an understanding of ethical interpersonal communication | 2017 - 2018 (Spring) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 6 | founded on communication theory Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Communication Studies (AA) | COMM 140 | Small Group Communication | SLO 1 | resolution methods 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 | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 20 | 20 |
| Program - Communication Studies (AA) | COMM 140 | Small Group Communication | SLO 3 | report information 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.3 | Achieved Goal | 20 | 18 |
| Program - Communication Studies (AA) | COMM 140 | Small Group Communication | SLO 7 | within small group settings 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.4 | Achieved Goal | 20 | 18 |
| Program - Communication Studies (AA) | COMM 150 | Intercultural Communication | SLO 1 | present their views with persuasive Explain the influence of culture(s) on communication using various models | 2016 - 2017 (Spring) | Essay | 3.4 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (AA) | COMM 150 | Intercultural Communication | SLO 1 | of communication Explain the influence of culture(s) on communication using various models | 2017 - 2018 (Fall) | Essay | 3.3 | Achieved Goal | 36 | 35 |
| Program - Communication Studies (AA) | COMM 150 | Intercultural Communication | SLO 2 | of communication Distinguish between attitudes, beliefs, and values and critically analyze | 2016 - 2017 (Spring) | Essay | 4 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (AA) | COMM 150 | Intercultural Communication | SLO 3 | 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, | | 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 | | Assignment/Project | 3.7 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (AA) | COMM 150 | Intercultural Communication | SLO 5 | identity and discriminatory 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, | 2016 - 2017 (Spring) | Exam | 2.1 | Achieved Goal | 10 | 8 |
| Program - Communication Studies (AA) | COMM 170 | Oral Interpretation I | SLO 2 | short story, drama Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.9 | Achieved Goal | 10 | 9 |
| Program - Communication Studies (AA) | COMM 170 | Oral Interpretation I | SLO 3 | that support claims advanced in the Develop a workable script for performance that includes an effective | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 9 |
| Program - Communication Studies (AA) | COMM 170 | Oral Interpretation I | SLO 4 | introduction and transitions 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/Perfor mance | 2.6 | Achieved Goal | 10 | 8 |
| | | | | | | | | | | |

| Program - Communication | COMM 170 | Oral Interpretation I | SLO 5 | Apply understanding of the text, | 2016 - 2017 | Essay | 2.6 | Achieved Goal | 10 | 7 |
|---|----------|------------------------------------|-------|--|-------------------------|------------|--|---------------|----|---|
| Studies (AA) | | | | critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances | (Spring) | | | | | |
| 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 | (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. 86% were able to articulate required tonics | 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 | 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 | influence on both group and individual identify major Marriage & Family sociological and psychological theories research, assessments, and applications to the social institution of the family; examining the basic | | 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 | 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 | | | 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 | 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 | | 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, relationships 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 1,23,15,16 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 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 \$10 would come from primarily text chapter 3 and was the topic of | Achieved Goal | 36 | 59 |
| Program - Communication Studies (AA-T) | ANTH 110 | Cultural Anthropology | SLO 4 | Employ the relativist perspective while discussing cultural variation. | | | 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 - 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. | . , | Survey | E) Analyze and evaluate the ethnical 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 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. | | Survey | Fig. 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 - 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | The material covered by this SLO would 3.3 | Achieved Goal | 120 | 111 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 1 | specific numose 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-T) | COMM 110 | Public Speaking | SLO 2 | specific purpose Incorporate research, sound reasoning and evidence that support claims they make in their presentations of | | Presentation/Perfor mance | 2.6 | Achieved Goal | 120 | 114 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 2 | speeches and outlines Incorporate research, sound reasoning and evidence that support claims they make in their presentations of | | Assignment/Project | program review | Achieved Goal | 29 | 23 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 3 | speeches and outlines Demonstrate that they are careful and critical thinkers both as speakers and | | Essay | 3.2 | Achieved Goal | 120 | 106 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 3 | listeners. 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, | 2016 - 2017 (Spring) | Exam | 3.3 | Achieved Goal | 120 | 117 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 4 | demographics, and psychological Adapt their presentations to the audience based on situational, | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 24 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 5 | demographics. and psychological Explain their relationship and ethical responsibilities to others in the | 2016 - 2017 (Spring) | Exam | 3.1 | Achieved Goal | 120 | 117 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 5 | communication transaction. Explain their relationship and ethical responsibilities to others in the | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 19 |
| Program - Communication Studies (AA-T) | COMM 110 | Public Speaking | SLO 6 | communication transaction. 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-T) | COMM 110 | Public Speaking | SLO 6 | 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-T) | COMM 130 | Interpersonal Communication | SLO 1 | communication Explain the basic elements of the communication process in | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 1 | interpersonal settings Explain the basic elements of the communication process in | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 84 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 2 | interpersonal settings Recognize the self-concept development process, its | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 3 | multidimensional identity and its role 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
|---|----------|--|-------|--|-------------------------|------------------------------|----------------------|---------------|----|----|
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandings Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts Apply learned skills and communication theories in various | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 72 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 5 | communication contexts Demonstrate an understanding of ethical interpersonal communication | 2016 - 2017 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 5 | founded on communication theory Demonstrate an understanding of ethical interpersonal communication | 2017 - 2018 (Spring) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 6 | founded on communication theory Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (AA-T) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Communication Studies (AA-T) | COMM 140 | Small Group Communication | SLO 1 | resolution methods 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 | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 20 | 20 |
| Program - Communication Studies (AA-T) | COMM 140 | Small Group Communication | SLO 3 | report information 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.3 | Achieved Goal | 20 | 18 |
| Program - Communication Studies (AA-T) | COMM 140 | Small Group Communication | SLO 7 | within small group settings 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.4 | Achieved Goal | 20 | 18 |
| Program - Communication Studies (AA-T) | COMM 150 | Intercultural Communication | SLO 1 | present their views with persuasive Explain the influence of culture(s) on communication using various models | 2016 - 2017 (Spring) | Essay | 3.4 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (AA-T) | COMM 150 | Intercultural Communication | SLO 1 | communication using various models | 2017 - 2018 (Fall) | Essay | 3.3 | Achieved Goal | 36 | 35 |
| Program - Communication Studies (AA-T) | COMM 150 | Intercultural Communication | SLO 2 | of communication Distinguish between attitudes, beliefs, and values and critically analyze | 2016 - 2017 (Spring) | Essay | 4 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (AA-T) | COMM 150 | Intercultural Communication | SLO 3 | 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, | | 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 | | Assignment/Project | 3.7 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (AA-T) | COMM 150 | Intercultural Communication | SLO 5 | identity and discriminatory 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 | | Presentation/Perfor mance | 2.9 | Achieved Goal | 10 | 9 |
| Program - Communication Studies (AA-T) | COMM 170 | Oral Interpretation I | SLO 3 | that support claims advanced in the Develop a workable script for performance that includes an effective | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 9 |
| Program - Communication Studies (AA-T) | COMM 170 | Oral Interpretation I | SLO 4 | introduction and transitions Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 8 |
| Program - Communication Studies (AA-T) | COMM 170 | Oral Interpretation I | SLO 5 | her understanding of the text to an Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, | 2016 - 2017 (Spring) | Essay | 2.6 | Achieved Goal | 10 | 7 |
| Program - Communication Studies (AA-T) | ENGL 110 | Composition, Literature, and Critical Thinking | SLO 1 | and classmates' nerformances Apply critical thinking and reading skills to literary works, from a variety | 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 | of genres. in order to analyze and 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 |
| | | | | oresent summanes | | | | | | |

| 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 | 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 | 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 | psychology; Compare and contrast different explanations of human and animal | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 356 |
| Program - Communication Studies (AA-T) | PSYC 100 | General Psychology | SLO 3 | behavior: 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 | 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 | 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 | hehavior in contemporary society Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.3 | Achieved Goal | 120 | 111 |
| Program - Communication Studies (CS) | COMM 110 | Public Speaking | SLO 1 | specific nurnose Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear specific nurnose | 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 | | Presentation/Perfor mance | 2.6 | Achieved Goal | 120 | 114 |
| Program - Communication Studies (CS) | COMM 110 | Public Speaking | SLO 2 | sneeches 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 (CS) | COMM 110 | Public Speaking | SLO 3 | Demonstrate that they are careful and critical thinkers both as speakers and | | Essay | 3.2 | Achieved Goal | 120 | 106 |
| Program - Communication Studies (CS) | COMM 110 | Public Speaking | SLO 3 | listeners. Demonstrate that they are careful and critical thinkers both as speakers and | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 22 |
| Program - Communication Studies (CS) | COMM 110 | Public Speaking | SLO 4 | listeners. 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 | demographics. and psychological 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 | | 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 | 2016 - 2017 (Spring) | Exam | 3.0 | Achieved Goal | 120 | 120 |
| Program - Communication Studies (CS) | 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 (CS) | 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 (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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (CS) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Communication Studies (CS) | COMM 130 | Interpersonal Communication | SLO 3 | multidimensional identity and its role Analyze physiological, social, and cultural factors that affect perception | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (CS) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings 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 | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (CS) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts 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 | 2016 - 2017 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (CS) | COMM 130 | Interpersonal Communication | SLO 5 | founded on communication theory 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Communication Studies (CS) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Communication Studies (CS) | COMM 140 | Small Group Communication | SLO 1 | resolution methods 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 | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 20 | 20 |
| Program - Communication Studies (CS) | COMM 140 | Small Group Communication | SLO 3 | report information 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.3 | Achieved Goal | 20 | 18 |
| Program - Communication Studies (CS) | COMM 140 | Small Group Communication | SLO 7 | within small group settings 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.4 | Achieved Goal | 20 | 18 |
| Program - Communication Studies (CS) | COMM 150 | Intercultural Communication | SLO 1 | present their views with persuasive Explain the influence of culture(s) on communication using various models | 2016 - 2017 (Spring) | Essay | 3.4 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (CS) | COMM 150 | Intercultural Communication | SLO 1 | of communication Explain the influence of culture(s) on communication using various models | 2017 - 2018 (Fall) | Essay | 3.3 | Achieved Goal | 36 | 35 |
| Program - Communication Studies (CS) | COMM 150 | Intercultural Communication | SLO 2 | of communication Distinguish between attitudes, beliefs, and values and critically analyze | 2016 - 2017 (Spring) | Essay | 4 | Achieved Goal | 10 | 10 |
| Program - Communication Studies (CS) | COMM 150 | Intercultural Communication | SLO 3 | 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, | | 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 | | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.9 | Achieved Goal | 10 | 9 |
| Program - Communication Studies (CS) | COMM 170 | Oral Interpretation I | SLO 3 | that support claims advanced in the Develop a workable script for performance that includes an effective | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 9 |
| Program - Communication Studies (CS) | COMM 170 | Oral Interpretation I | SLO 4 | introduction and transitions 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/Perfor mance | 2.6 | Achieved Goal | 10 | 8 |
| | | | | | | | | | | |

| Program - Communication | COMM 170 | Oral Interpretation I | SLO 5 | Apply understanding of the text, | 2016 - 2017 | Essay | 2.6 | Achieved Goal | 10 | 7 |
|---|---|---|---|---|--|------------------------------|---|---|--|--|
| Studies (CS) | COMM 170 | Olar Interpretation 1 | 320 3 | critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates' performances | | LSSBy | 2.0 | Actived doll | 10 | , |
| 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, | 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 | and aerobic canacity at a beginning 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 canacity 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 | | 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 | 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 | 3 SLO 1 | Perform proper Reformer equipment set up. | 2016 - 2017 (Fall) | Presentation/Perfor mance | 100% of students demonstrated proper equipment set up during their practical teaching exams. | Achieved Goal | 25 | methods and assignments at this time. 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. |
| | KINE 127 KINE 127 | Pilates Apparatus Instructor Training Pilates Apparatus Instructor Training | | | | mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and | | | 25 Current pedagogical approaches to teaching proper |
| Pilates Instructor (CS) Program - Comprehensive | | | 3 SLO 2 | set up. Demonstrate skill and knowledge of | | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on name exame. 100% of students demonstrated proper equipment set up during their practical | | 25 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive |
| Prilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive | KINE 127 | Pilates Apparatus Instructor Traininį | 3 SLO 2 3 SLO 3 | set up. Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective | 2016 - 2017 (Fall) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and no nanner exams. 100% of students demonstrated proper | Achieved Goal | 25 25 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. |
| Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and | KINE 127 KINE 127 | Pilates Apparatus Instructor Training | 3 SLO 2 3 SLO 3 SLO 1 | set up. Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus class. Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented programming ropecasts. Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception developed the programming conventions and advanced features including exception. | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on paner exams. 100% of students demonstrated proper equipment set up during their practical teachine exams. | Achieved Goal Achieved Goal Achieved Goal | 25 25 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. |
| Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and Information Science (AS) Program - Computer and | KINE 127 KINE 127 CIS 255 | Pilates Apparatus Instructor Training Pilates Apparatus Instructor Training (CS1) Programming Methods: Java | 3 SLO 2 3 SLO 3 5LO 1 SLO 2 | Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus class. Demonstrate knowledge and understanding of programming paradigms and the principal object- | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on name revars 100% of students demonstrated proper equipment set up during their practical teaching exams. 100% of students who took the final exam scored above 80% on the exam | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 25 25 28 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. |
| Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and Information Science (AS) Program - Computer and Information Science (AS) | KINE 127 KINE 127 CIS 255 CIS 255 | Pilates Apparatus Instructor Training Pilates Apparatus Instructor Training (CS1) Programming Methods: Java (CS1) Programming Methods: Java | 3 SLO 2 3 SLO 3 5 LO 1 5 LO 2 | Set up. Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus class. Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented noramming concents Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling in Citie and want Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Lancuage II MIAII Innatianin Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and nn namer evans 100% of students demonstrated proper equipment set up during their practical teachine exams. 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 25 25 28 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. 28 Continue with current strategy |
| Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and Information Science (AS) Program - Computer and Information Science (AS) Program - Computer and Information Science (AS) | KINE 127 KINE 127 CIS 255 CIS 255 | Pilates Apparatus Instructor Training Pilates Apparatus Instructor Training (CS1) Programming Methods: Java (CS1) Programming Methods: Java (CS1) Programming Methods: Java | 3 SLO 2 3 SLO 3 SLO 1 SLO 2 SLO 3 | Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus class. Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented novariammine concents. Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling 1/O Cille and awant Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Lanousae (IIMI) Inotation Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and nolumorchism. | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on namer exams. 100% of students demonstrated proper equipment set up during their practical teachine exams. 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 25 25 28 28 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. 28 Continue with current strategy 28 Continue with current strategy |
| Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and Information Science (AS) | KINE 127 KINE 127 CIS 255 CIS 255 CIS 255 | Pilates Apparatus Instructor Training Pilates Apparatus Instructor Training (CS1) Programming Methods: Java (CS1) Programming Methods: Java (CS1) Programming Methods: Java | 3 SLO 2 3 SLO 3 5 LO 1 5 LO 2 5 LO 3 5 LO 5 | set up. Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus class. Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented noramming concents Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling in Cirille and awand Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Lanausae (IIAII) notation. Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and nalumorphism. | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and an name exams. 100% of students demonstrated proper equipment set up during their practical teachine exams. 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam | Achieved Goal | 25 25 28 28 28 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. 28 Continue with current strategy 28 Continue with current strategy 28 Continue with current strategy |
| Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and Information Science (AS) Program - Computer and Information Science (AS) | KINE 127 KINE 127 CIS 255 CIS 255 CIS 255 CIS 255 CIS 255 CIS 255 CIS 255 | Pilates Apparatus Instructor Training (CS1) Programming Methods: Java | 3 SLO 2 3 SLO 3 5 LO 1 5 LO 2 5 LO 3 5 LO 5 5 LO 6 5 LO 7 | Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus class. Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented novaramming concents. Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling 1/O Gills and awant Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Laneurae (IIMI) notation Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and nolumorphism Describe the concept of recursion, and implement, test, and debug simple recursive methods. | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on name exams. 100% of students demonstrated proper equipment set up during their practical teachine exams. 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam | Achieved Goal Achieved Goal | 25 25 28 28 28 28 28 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. 28 Continue with current strategy 28 Continue with current strategy |
| Prilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Comprehensive Pilates Instructor (CS) Program - Computer and Information Science (AS) | KINE 127 KINE 127 CIS 255 CIS 255 CIS 255 CIS 255 CIS 255 CIS 255 | Pilates Apparatus Instructor Training (CS1) Programming Methods: Java | 3 SLO 2 3 SLO 3 5 LO 1 5 LO 2 5 LO 3 5 LO 5 5 LO 6 5 LO 7 | Set up. Demonstrate skill and knowledge of the Pilates Apparatus Exercises. Plan and teach a safe and effective Pilates Apparatus Class. Demonstrate knowledge and understanding of programming paradigms and the principal object-oriented nonoramming concents. Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception handling 11/1 Callie and awant Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling Laneusea (LIML) Instation. Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance and nohumornhism. Describe the concept of recursion, eand nohumornhism and easily supplied to the concept of recursion and searching algorithms. Use and create standard API documents to understand and documents to understanding of Demonstrate an understanding of | 2016 - 2017 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance | equipment set up during their practical teaching exams. 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and on name exams. 100% of students demonstrated proper equipment set up during their practical teachine exams. 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam 100% of students who took the final exam scored above 80% on the exam | Achieved Goal Achieved Goal | 25 25 28 28 28 28 28 28 | 25 Current pedagogical approaches to teaching proper equipment set up appear to be working very well. 25 Methods of instruction are achieving positive results. 25 All methods of instruction appear to be effective. 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 (Assignemnet 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 | 2016 - 2017 (Fall) | Exam | Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were | Achieved Goal | 33 | 30 |
| Program - Computer and Information Science (AS) | CIS 256 | (CS2) Data Structures: Java | SLO 2 | characteristics of the annlication: Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the | 2016 - 2017 (Spring) | Assignment/Project | 88.6% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 35 | 31 Continue with current strategy |
| Program - Computer and Information Science (AS) | CIS 256 | (CS2) Data Structures: Java | SLO 3 | characteristics of the application. Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 2016 - 2017 (Fall) | Assignment/Project | byetween dynamic and static implementation of an ADT All students | 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 | | Assignment/Project | were able to accomplish this task 93.78% of students completed the assignment (Assignemnet 3) correctly. | Achieved Goal | 32 | 30 Continue with current strategy |
| Program - Computer and Information Science (AS) | CIS 256 | (CS2) Data Structures: Java | SLO 4 | sneed/memory snecifics: Characterize an algorithm using Big 0 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 0 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 tonic | 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: | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 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 | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 5) correctly. | Achieved Goal | 30 | 29 Continue with current strategy |
| Program - Computer and Information Science (AS) | CIS 256 | (CS2) Data Structures: Java | SLO 7 | | 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 (Assignemnet 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 77 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 | 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. | | | 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. | | | 88.46% of students completed the assignment (Assignemnet 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 | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 25 | 22 Continue with current strategy |
| Program - Computer and Information Science (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | chiect-oriented design model Reuse existing components through inheritance and polymorphism. | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum 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 (Assignemnet 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 | 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 (Assignemnet 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 | 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 (Assignemnet 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 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, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | 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 | | Achieved Goal | 25 | 23 Continue with current strategy |
| Program - Computer and Information Science (AS) | CIS 279 | (CS2) Data Structures: C++ | SLO 1 | | 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 | 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 | data type to utilize for storing a quantity of data, based on the | 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 | characteristics of the application: Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the | 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 | characteristics of the application: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 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 | eneed/memory specifies: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | | 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 | sneed/memory snecifics: Characterize an algorithm using Big 0 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 0 notation; | 2016 - 2017 (Spring) | Exam | SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve. | | 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 | | 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: | | 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 | | 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 | | 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 | | 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 | | Essay | see docs | Achieved Goal | 41 | 30 |
| Program - Computer and Information Science (AS) | ENGL 100 | Composition and Reading | SLO 2 | their own Write text-based expository essays unified by a thesis and by an organizational strategy that reflect the | 2017 - 2018 (Fall) | Essay | see uploads | Achieved Goal | 41 | 31 |
| Program - Computer and Information Science (AS) | ENGL 100 | Composition and Reading | SLO 3 | assignment's task and nurnose Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 28 |
| Program - Computer and Information Science (AS) | ENGL 100 | Composition and Reading | SLO 4 | verbal phrase modifiers, and correct 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 | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 32 |
|--|----------|-----------------------------|-------|---|-------------------------|--------------------|--|---------------|----|--|
| Program - Computer Science Applications and Development (AS) | CIS 114 | JavaScript/Ajax Programming | SLO 1 | according to MLA guidelines 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. | | 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 - 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 | Achieved Goal | 21 | 21 Continue with the current strategy |
| Program - Computer Science Applications and Development (AS) | CIS 114 | JavaScript/Ajax Programming | SLO 3 | that integrate client- and server-side programming using JavaScript and a | 2016 - 2017 (Fall) | Assignment/Project | 3/10/17 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 | server-side language 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. | 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 | 5/76/17 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. | | 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 | 1 | 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 | | 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 - 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 | 5/19/17 Project 4 supports SLO 1 | 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 quanitify 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 quanitify 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 | | 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 | | 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 | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers 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. | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifiers programming with files. | Achieved Goal | 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 tableusing 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 tableusing 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 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 - 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) | | 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 geneal 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 | 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 | control Explain shell-specific facilities including the use of environmental and local variables, and the built-in | g 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 | nrogramming language 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 resourses 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. | | 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 fo display on a variety of mobile devices and screens. | | 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 fo display on a variety of mobile devices and screens. | | 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 fo display on different-sized devices. | r 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 fo display on different-sized devices. | r 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 HTMLS, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile framawork such as PhonaGan | 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 | | 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 student participated. Grade performance was 70% Final Exam: 15 students participated and | 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) | | df 7F0/ | 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) | | Final Finance 4 Financial annual annual annual | 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) | | and their average grade 70%. 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. | n 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. | | 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. | | Assignment/Project | 100% of students completing assignment 8 (interactive Google maps app with markers) did it correctly. | | 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 | (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, | 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 | and naming conventions 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. | | 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 | 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 | iterative control structures 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 | | 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 | CIS 255 | (CS1) Programming Methods: Java | \$10.2 | Design, implement, and use classes, | 2016 - 2017 | | 100% of students who took the final exam | Achieved Goal | 28 | 28 Continue with current strategy |
|--|----------|-------------------------------------|--------|---|-------------------------|--------------------|--|------------------|----|-----------------------------------|
| Applications and Development (AS) | 0.0 2.00 | (cs2/110g/allilling freeholds state | 510 2 | interfaces, and methods, employing standard naming conventions and advanced features including exception handling 1/O GIIs and event | (Spring) | | scored above 80% on the exam | , tellected ded. | 20 | zo continue marcurent stategy |
| Program - Computer Science Applications and Development (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 3 | Employ object-oriented methodology | 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 | | 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 | | 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 | the implementation of abstract data types; | 2016 - 2017 (Spring) | Assignment/Project | 89.2.% of students completed the assignment (Assignemnet 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 (Assignemnet 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 specifics: | 2016 - 2017 (Fall) | | byetween 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 specifics: | (Spring) | | 93.78% of students completed the assignment (Assignemnet 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 0 notation; | | | Students via an assignment were tested on Asymptotic Analysis of Algorithm. All students shown mastery of topic. | | 30 | 30 |
| Program - Computer Science Applications and Development (AS) | CIS 256 | (CS2) Data Structures: Java | SLO 4 | Characterize an algorithm using Big 0 notation; | (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 tonic | 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; | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 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 | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 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 (Assignemnet 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 (Assignemnet 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 | 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 | object-oriented design model Implement a medium-size computer program that is stylistically and functionally correct, based on an | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 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 | object-oriented design model Reuse existing components through inheritance and polymorphism. | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum 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 (Assignemnet 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 | | 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 | were successful 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 10 12 students, 11 were | 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 (Assignemnet 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 | 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 (Assignemnet 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 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, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | 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 | | 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 | 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 | characteristics of the application. Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the | 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 | characteristics of the application: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 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 | speed/memory specifics: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | | 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 | cneed/memory cnerifice: Characterize an algorithm using Big 0 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 0 notation; | 2016 - 2017 (Spring) | Exam | SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve. | | 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; | | 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 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 | | 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 | 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 | 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 | was 60%. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 80% Midterm Exam: average grade performance | 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 | was 80%. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance | 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 | 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 | was 75% 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 | 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 | average grade performance was R7% 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 studends 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 | 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 | | 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 | 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 wan't able to tell if they could do this or not |

| Program - Computer Science CIS 110 Applications and Development (CA) | 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 CIS 110 Applications and Development (CA) | 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 homwork 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 - Computer Science CIS 110 Applications and Development (CA) | 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 CIS 110 Applications and Development (CA) | 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 CIS 110 Applications and Development (CA) | 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 CIS 110 Applications and Development (CA) | 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 - Computer Science CIS 110 Applications and Development (CA) | 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 CIS 110 Applications and Development (CA) | 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 wll. 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 - Computer Science CIS 114 Applications and Development (CA) | 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 CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 1 | Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers. | | 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 - Computer Science CIS 114 Applications and Development (CA) | 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 CIS 114 Applications and Development (CA) | 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 - Computer Science CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 3 | that integrate client- and server-side programming using JavaScript and a | 2016 - 2017 (Fall) | Assignment/Project | 3/10/17 All students submitting the assignment achieved the SLO/ | Achieved Goal | 8 | 8 Continue with the current strategy. |
| Program - Computer Science CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 3 | server-side language Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language. | | 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 CIS 114 Applications and Development (CA) | 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 CIS 114 Applications and Development (CA) | 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 - Computer Science CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 5 | Explain JavaScript design patterns and illustrate how they are used to create various applications. | | Exam | 5/26/17 All students answered exam question correctly. | Achieved Goal | 9 | 9 Continue with current strategy. |
| Program - Computer Science CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 5 | Explain JavaScript design patterns and illustrate how they are used to create various applications. | | 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 - Computer Science CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 6 | Create an advanced project using various libraries and frameworks, with attention to security and performance | 1 | Assignment/Project | 5/26/17 All students submitting the final project achieved the SLO. | Achieved Goal | 8 | 8 Continue with the current strategy |
| Program - Computer Science CIS 114 Applications and Development (CA) | JavaScript/Ajax Programming | SLO 6 | Create an advanced project using various libraries and frameworks, with attention to security and performance | | 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 - Computer Science CIS 117 Applications and Development (CA) | Python Programming | SLO 1 | Develop server-side Python scripts for publishing on the Web. | 2016 (Summer) | Assignment/Project | 5/19/17 Project 4 supports SLO 1 | Achieved Goal | 31 | 30 |

| D | | | | | | | | | | |
|--|---------|--------------------|-------|--|-------------------------|--------------------|--|---------------|----|---|
| 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 quanitify 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 quanitify 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. | | 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. | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers 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 tableusing 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 tableusing 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 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 - 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 geneal 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 | 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 | control Explain shell-specific facilities including the use of environmental and local variables, and the built-in | 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 | 18 | 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 resourses or time to do much practice with them. We do admin tools more than tasks. | | 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. | | 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 |
| | CIS 128 | Mobile Web App Development | SLO 2 | Design and create web applications for display on a variety of mobile devices and screens. | | 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 fo display on different-sized devices. | r 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 fo display on different-sized devices. | r 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 PhoneGan | 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 | | 12 | 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 quires 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 | Achieved Goal | 17 | 15 |
| | | | | | | | average grade was 80% Advanced SQL (Triggers) assignment: 15 students participated and their average grade 70%. | | | |
| 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. | n 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 | | 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 | | 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. | | 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 | 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 | media 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 | 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 | each is associated 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, | 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 | and naming conventions 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 | 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 | | 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 |
| Applications and Development | CIS 254 CIS 254 | | SLO 4 | Write short programs using arrays Write short programs using arrays | 2016 - 2017 (Fall) 2016 - 2017 (Spring) | | | | | 16 Continue with current strategy 23 Continue with current strategy |
| Applications and Development (CA) Program - Computer Science Applications and Development | | Program Design Introduction to Object-Oriented | | | 2016 - 2017 (Spring) | Assignment/Project | assignment met SLO | Achieved Goal | 23 | |

| 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- | 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 | oriented programming concepts Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception | 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 | to design and effectively implement medium-sized computer programs using simple Unified Modeling | 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 | Language (LIML) notation Decompose a real-world problem and apply strategies for the reuse of existing components with inheritance | 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 | and nolymorphism 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 | 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 | methods 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 (Assignemnet 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 | 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 (Assignemnet 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 speed/memory specifics: | 2016 - 2017 (Fall) | Assignment/Project | Students determined the trade-offs byetween 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 speed/memory specifics: | | Assignment/Project | 93.78% of students completed the assignment (Assignemnet 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 0 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 0 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 | 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; | | Assignment/Project | mastery of the tonic 96.66% of students completed the assignment (Assignemnet 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 | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 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 (Assignemnet 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 | problems involving the storage, retrieval and update of large | 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 | 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 | 2016 - 2017 (Spring) | Exam | ctudents 27 were successful 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 (Assignemnet 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-priented 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 (Assignemnet 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 medum 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 (Assignemnet 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 (Assignemnet 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 (Assignemnet 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 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, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | 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 | 92% of students answered final exam question correctly. | 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 | | 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 | | 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 sneed/memory specifics: | | 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 0 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 0 notation; | 2016 - 2017 (Spring) | Exam | SLO satisfied. Students had to respond to application scenarios to characterize best fit algorithms to solve. | | 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; | | 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 | | 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 | | 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 | 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 | 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 | 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 | average grade nerformance was R7% 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 - Cosmetology (AA) | COSM 712 | Fundamentals of Cosmetology I | SIO 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 | | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 21 |
| Program - Cosmetology (AA) | COSM 712 | Fundamentals of Cosmetology I | SLO 2 | Bureau of Barbarine and Cosmatologu 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 | | 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 ir all theoretical subjects mandated by the State Bureau of Barbering and | 1 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 23 |
| Program - Cosmetology (AA) | COSM 712 | Fundamentals of Cosmetology I | SLO 3 | Commentate 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 15 |
| Program - Cosmetology (AA) | COSM 712 | Fundamentals of Cosmetology I | SLO 4 | during laboratory class 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 2016 - 2017 effectively in a simulated work place. (Spring) (laboratory class) | 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) Program - Cosmetology (AA) | COSM 712 COSM 722 | Fundamentals of Cosmetology I Fundamentals of Cosmetology II | SLO 4 SLO 1 | effectively in a simulated work place. Demonstrate beginning competency in 2016 - 2017 (Fall) all Cosmetology practical applications and disinfection and sanitation | Assignment/Project | Success criteria states that 75% of the students will meet or exceed this criterion. In this assessment cycle 92% of the | Achieved Goal Achieved Goal | 27 36 | 27 33 Students are assessed daily on practical (hands on) operations, with skills drills and individual/group assignments following instructor demonstrations |
| | | | | techniques as mandated by the State Bureau of Barbering and Cosmetology | | students met or exceeded the criteria. | | | 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 2016 - 2017 all Cosmetology practical applications (Spring) and disinfection and sanitation techniques as mandated by the State Bureau of Barbering and Cosmetology | 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 2017 - 2018 (Fall) all Cosmetology practical applications and disinfection and sanitation techniques as mandated by the State | Assignment/Project | program review | Achieved Goal | 27 | 23 |
| Program - Cosmetology (AA) | COSM 722 | Fundamentals of Cosmetology II | SLO 2 | techniques as mandated by the State Bureau of Barbarian and Commentativ Demonstrate beginning competency in 2016 - 2017 (Fall) all theoretical subjects mandated by the State Bureau of Barbering and Cosmetology | 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 ir 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 | 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 ir all theoretical subjects mandated by the State Bureau of Barbering and | n 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 27 | 21 |
| Program - Cosmetology (AA) | COSM 722 | Fundamentals of Cosmetology II | SLO 3 | Cosmetology | 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 never 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 | 2017 2019 (Fall) | Assignment/Brainst | program roulous | Achieved Goal | 27 | 25 |
| Program - Cosmetology (AA) | COSM 722 | Fundamentals of Cosmetology II | SLO 4 | during laboratory class Demonstrate and cooperate effectively in a simulated work place. (laboratory class) | 2016 - 2017 (Fall) | | 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 | | 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 2017 - 2018 effectively in a simulated work place. | 3 (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% 2016 - 2017 correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 7 (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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 7 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% 2017 - 2018 correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam | 8 (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% 2016 - 2017 Correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 7 (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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 7 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% 2017 - 2018 correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology | 3 (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. | (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. | | 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 2016 - 2017 client needs and select appropriate (Spring) products and techniques to achieve desired results. | 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. | | 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 | | Assignment/Project | program review | Achieved Goal | 13 | 12 |
| Program - Cosmetology (AA) | COSM 732 | Advanced Cosmetology I | SLO 4 | client needs and select appropriate products and techniques to achieve Demonstrate work habits necessary to 2016 - 2017 (Fall) become and remain employed. | 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 2016 - 2017 become and remain employed. (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 2017 - 2018 (Fall) become and remain employed. | Assignment/Project | program review | Achieved Goal | 13 | 12 |
| Program - Cosmetology (AA) | COSM 742 | Advanced Cosmetology II | SLO 1 | Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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 | 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 | | Assignment/Project | program review | Achieved Goal | 13 | 9 |
|----------------------------|----------|-------------------------|-------|--|-------------------------|--------------------|--|---------------|----|---|
| Program - Cosmetology (AA) | COSM 742 | Advanced Cosmetology II | SLO 2 | Ilensing exam 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. | | 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 news tate 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. | (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 | | Assignment/Project | program review | Achieved Goal | 13 | 12 |
| Program - Cosmetology (AA) | COSM 742 | Advanced Cosmetology II | SLO 3 | licancina exam 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. | | 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. | | 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 2016 - 2017 (Fall) become and remain employed. | 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 2016 - 2017 become and remain employed. (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 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 13 | 13 |
| Program - Cosmetology (AA) | COSM 746 | Advanced Cosmetology III | SLO 1 | become and remain employed. Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology | Assignment/Project | program review | Achieved Goal | 25 | 23 |
| Program - Cosmetology (AA) | COSM 746 | Advanced Cosmetology III | SLO 2 | Ilinantina exam Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (Fall correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology | Assignment/Project | program review | Achieved Goal | 25 | 19 |
| Program - Cosmetology (AA) | COSM 746 | Advanced Cosmetology III | SLO 3 | Understand variable 2016 - 2017 (Fall 2016 - 2017) | 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. | | 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. | 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. | | 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 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 25 | 24 |
| Program - Cosmetology (AA) | COSM 746 | Advanced Cosmetology III | SLO 4 | products and techniques to achieve Demonstrate work habits necessary to 2016 - 2017 (Fall, become and remain employed. | 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 2016 - 2017 become and remain employed. (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 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 25 | 25 |
| Program - Cosmetology (AA) | COSM 749 | Advanced Cosmetology IV | SLO 1 | become and remain employed. Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licensing exam. | | Success criterion states that 75% of the students will meet or exceed this criteria. Ir 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% 2016 - 2017 correct (passing grade) on the practical (Spring) section of the State of California Board of Barbering and Cosmetology licensing exam. | 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% 2017 - 2018 (Fall) correct (passing grade) on the practical section of the State of California Board of Barbering and Cosmetology licencing exam | Assignment/Project | program review | Achieved Goal | 25 | 22 |

| Program - Cosmetology (AA) | COSM 749 | Advanced Cosmetology IV | SLO 2 | Demonstrate the ability to obtain 75% 2016 - 2017 (Fall) I correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing 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% 2016 - 2017 correct (passing grade) on the written (Spring) section of the State of California Board of Barbering and Cosmetology licensing 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% 2017 - 2018 (Fall) ocrrect (passing grade) on the written section of the State of California Board of Barbering and Cosmetology | Assignment/Project | program review | Achieved Goal | 25 | 22 |
| Program - Cosmetology (AA) | COSM 749 | Advanced Cosmetology IV | SLO 3 | licensing eyam | | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 25 | 22 |
| Program - Cosmetology (AA) | COSM 749 | Advanced Cosmetology IV | SLO 4 | products and techniques to achieve | 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 | 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. |
| rcs\ 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 | | 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. |
| (CS) Program - CPA Exam Preparation: Business Environment and Regulation (CS) | ACTG 161 | Intermediate Accounting I | SLO 4 | Financial statements: Prepare financial statements | I 2016 - 2017 (Spring) | Exam | Students met this objective. | Achieved Goal | 20 | 18 Objective has been met. |

| Program - CPA Exam Preparation: Business Environment and Regulation | 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. |
|---|----------|--|----------|--|----------------------------|--------------------|--|----------------------|----|--|
| rcsi Program - CPA Exam Preparation: Business Environment and Regulation | 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. |
| (CS) Program - CPA Exam Preparation: Business Environment and Regulation | ACTG 162 | Intermediate Accounting II | SLO 2 | Apply rules: Apply the rules issued by authoritative standard setting bodies | | Exam | Students met this objective. | Achieved Goal | 20 | 18 Continue to support students to ensure success. |
| rcs) Program - CPA Exam Preparation: Business Environment and Regulation | 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. |
| rcs) Program - CPA Exam Preparation: Business Environment and Regulation | ACTG 162 | Intermediate Accounting II | SLO 4 | Financial statements: Prepare financia statements | al 2016 - 2017 (Spring) | Exam | Students met this objective. | Achieved Goal | 20 | 16 Continue to support students to ensure success. |
| (CS) Program - CPA Exam Preparation: Business Environment and Regulation | 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. | | 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. | | 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 | s. 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. | | 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 ta returns. | | 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 Estat Using Tax Software | es 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 Estat Using Tax Software | es 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 | 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 25 | 22 continue |
| Program - Dance (AA) | DANC 121.1 | Modern Dance I | SLO 2 | sequences Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 25 | 25 |
| Program - Dance (AA) | DANC 121.1 | Modern Dance I | SLO 3 | and aerobic canacity at a heginning Critically evaluate and objectively | 2016 - 2017 (Fall) | Assignment/Project | SLO met | Achieved Goal | 25 | 21 continue |
| Program - Dance (AA) | DANC 121.2 | Modern Dance II | SLO 1 | discuss modern dance at a beginning Demonstrate intermediate level | 2016 - 2017 (Fall) | Presentation/Perfor | SLO met | Achieved Goal | 4 | 4 continue |
| | | | | modern footwork, gestures and movement sequences | | mance | | | | |
| Program - Dance (AA) | DANC 121.2 | Modern Dance II | SLO 2 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic canacity at an an Critically evaluate and objectively | 2016 - 2017 (Fall) | Assignment/Project | SLO met | Achieved Goal | 4 | 4 |
| Program - Dance (AA) | DANC 121.3 | Modern Dance III | SLO 1 | footwork, gestures and movement | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 2 | 2 continue |
| Program - Dance (AA) | DANC 121.3 | Modern Dance III | SLO 2 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic canacity at an advanced Critically evaluate and objectively | 2016 - 2017 (Fall) | Assignment/Project | SLO met | Achieved Goal | 2 | 2 continue |
| Program - Dance (AA) | DANC 121.4 | Modern Dance IV | SLO 1 | discuss modern dance at an advanced Demonstrate expert level modern footwork, gestures and movement | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 continue |
| Program - Dance (AA) | DANC 121.4 | Modern Dance IV | SLO 2 | sequences Improve body composition, range of motion, overall body weight, resting | 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 | heart rate, strength and endurance, and aerobic canacity at an expert level Critically evaluate and objectively | 2016 - 2017 (Fall) | Assignment/Project | SLO met | Achieved Goal | 1 | 1 continue |
| Program - Dance (AA) | DANC 130.1 | | SLO 1 | discuss modern dance at an expert Demonstrate beginning level Jazz | 2016 - 2017 | Presentation/Perfor | | Achieved Goal | 20 | 18 continue |
| December December (AA) | DANG 130 1 | Jazz Dance I | 510.3 | footwork, gestures and movement sequences | (Spring) | mance | SIO mot | Ashiound Cool | 20 | 10 acations |
| Program - Dance (AA) | | | SLO 2 | Critically evaluate and objectively discuss jazz dance at the beginning | 2016 - 2017 (Spring) | | SLO met | Achieved Goal | 20 | 18 continue |
| Program - Dance (AA) | DAINC 130.1 | Jazz Dance I | SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | | Pre and Post Test | SEO HIEL | Achieved Goal | 20 | 19 |
| Program - Dance (AA) | DANC 130.2 | Jazz Dance II | SLO 1 | and aerobic canacity at the beginning Demonstrate intermediate level Jazz footwork, gestures and movement | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 4 | 4 continue |
| Program - Dance (AA) | DANC 130.2 | Jazz Dance II | SLO 2 | sequences Critically evaluate and objectively | 2016 - 2017 | Discussion | SLO met | Achieved Goal | 4 | 4 continue |
| Program - Dance (AA) | DANC 130.2 | Jazz Dance II | SLO 3 | discuss jazz dance at the intermediate Improve body composition, range of motion, overall body weight, resting | 2016 - 2017 | Pre and Post Test | SLO met | Achieved Goal | 4 | 4 continue |
| Program - Dance (AA) | DANC 130.3 | Jazz Dance III | SLO 1 | heart rate, strength and endurance, and aerobic canacity at the Demonstrate advanced level Jazz footwork, gestures and movement | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Program - Dance (AA) | DANC 130.3 | Jazz Dance III | SLO 2 | sequences Critically evaluate and objectively discuss jazz dance at the advanced | 2016 - 2017 (Spring) | Discussion | SLO met | Inconclusive | 1 | 1 |
| | | | | discuss jazz dance at the advanced | (Spring) | | | | | |

| Pi | rogram - 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, | 2016 - 2017 (Spring) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
|----|---------------------|---------------|------------------|-------|--|-------------------------|------------------------------|-----------|---------------|----|-----|
| D | rogram Danco (AA) | DANC 130.4 | Jazz Dance IV | SLO 1 | and aerohic canacity at the advanced | 2016 - 2017 | Brocontation/Borfor | SIO mot | Achieved Goal | 1 | 1 |
| F | rogram - Dance (AA) | DANC 130.4 | Jazz Dance IV | 310 1 | Demonstrate expert level Jazz footwork, gestures and movement | (Spring) | Presentation/Perfor mance | 310 met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 130.4 | Jazz Dance IV | SLO 2 | Critically evaluate and objectively | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 |
| | Dones (AA) | DANC 130 4 | Jazz Dance IV | 610.3 | discuss jazz dance at the expert level. Improve body composition, range of | (Spring) | mance | SIO mat | Achieved Goal | 1 | 1 |
| Pi | rogram - Dance (AA) | DANC 130.4 | Jazz Dance IV | SLO 3 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 140.1 | Ballet I | SLO 1 | and aerobic canacity at the expert Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 15 | 15 |
| P | rogram - Dance (AA) | DANC 140.1 | Ballet I | SLO 2 | At the beginning level, critically evaluate and objectively discuss ballet | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 15 | 315 |
| P | rogram - Dance (AA) | DANC 140.1 | Ballet I | SLO 3 | as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 15 | 15 |
| P | rogram - Dance (AA) | DANC 140.2 | Ballet II | SLO 1 | and aerobic canacity at the beginning Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 3 | 3 |
| P | rogram - Dance (AA) | DANC 140.2 | Ballet II | SLO 2 | At the intermediate level, critically evaluate and objectively discuss ballet | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 3 | 3 |
| P | rogram - Dance (AA) | DANC 140.2 | Ballet II | SLO 3 | as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 3 | 3 |
| P | rogram - Dance (AA) | DANC 140.3 | Ballet III | SLO 1 | and aerobic canacity at the Demonstrate the movement skills necessary to execute advanced level ballet footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 140.3 | Ballet III | SLO 2 | movement sequences with accuracy At the advanced level, critically evaluate and objectively discuss ballet as an art form | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 140.3 | Ballet III | SLO 3 | as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 140.4 | Ballet IV | SLO 1 | and aerobic canacity at the advanced Demonstrate the movement skills necessary to execute expert level ballet footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 140.4 | Ballet IV | SLO 2 | Movement sequences with accuracy At the expert level, critically evaluate and objectively discuss ballet as an art | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 1 | 1 |
| Pi | rogram - Dance (AA) | DANC 140.4 | Ballet IV | SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 151.1 | Social Dance I | SLO 1 | and aerobic canacity at the expert Execute the basics and several variations in Swing, Waltz, Latin and Smooth dance styles at a beginning | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 15 | 15 |
| P | rogram - Dance (AA) | | Social Dance I | SLO 2 | Dance musically at a beginning level, paying attention to tempo and | 2016 - 2017 (Spring) | Presentation/Perfor mance | | Achieved Goal | 15 | 15 |
| Pi | rogram - 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 |
| P | rogram - 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, | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 3 | 3 |
| P | rogram - Dance (AA) | DANC 151.2 | Social Dance II | SLO 2 | at an intermediate level Dance musically at an intermediate | 2016 - 2017 | Presentation/Perfor | SLO met | Achieved Goal | 3 | 3 |
| p | rogram - Dance (AA) | DANC 151.2 | Social Dance II | SLO 3 | level, paying attention to tempo and At an intermediate level, determine | (Spring) 2016 - 2017 | mance Assignment/Project | SLO met | Achieved Goal | 3 | 3 |
| | rogram bance (rat) | 571110 151.12 | Social Ballee II | 320 3 | the type of dance for each type of | (Spring) | 7.55.g.iiiieiii, 17.jeet | 320 11101 | remerca dan | • | , |
| Pi | rogram - 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 | | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 151.3 | Social Dance III | SLO 2 | | | Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 |
| D | rogram - Dance (AA) | DANC 151.4 | Social Dance IV | SLO 1 | and ability levels at an advanced level. Execute more complex steps, patterns | | mance Presentation/Perfor | SIO mot | Achieved Goal | 1 | 1 |
| r | rogram - Dance (AA) | DANC 151.4 | Social Dance IV | 3101 | and movements in Latin, Swing, Waltz and Smooth social dance styles at an expert level | (Spring) | mance | SLO Met | Achieved Goal | 1 | 1 |
| P | rogram - 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/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| P | rogram - Dance (AA) | DANC 167.1 | Swing Dance I | SLO 1 | Exhibit swing dance forms by performing an instructor- choreographed routine and appreciate | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 16 | 16 |
| P | rogram - Dance (AA) | DANC 167.2 | Swing Dance II | SLO 1 | nather and social dance onnortunities Demonstrate intermediate level Swing dance moves, including footwork, partnering skills, and accurate rhythm and coordination as evaluated by the instructor. | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 4 | 4 |
| P | rogram - 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/Perfor mance | 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, | 2017 - 2018 (Fall) | Assignment/Project | prog rev | Achieved Goal | 33 | 23 |
|--|----------|-------------------------------|-------|--|-------------------------|--------------------|--|---------------|----|--|
| Program - Dance (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 2 | and world music. demonstrate general knowledge of major composers, and representative works from six style periods of Western music history as well as | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 33 | 29 |
| Program - Dance (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 4 | skills. describe appropriately what is heard | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 33 | 30 |
| Program - Dance (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 5 | while listening. identify musical devices and processes | | Assignment/Project | program review | Achieved Goal | 33 | 30 |
| Program - Dance (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 6 | that are common to all types of music. experience and appreciate live musical | | Assignment/Project | prog rev | Achieved Goal | 33 | 31 |
| Program - Database | CIS 117 | Python Programming | SLO 1 | performance. Develop server-side Python scripts for publishing on the Web. | 2016 (Summer) | Assignment/Project | Project 4 supports SLO 1 | Achieved Goal | 31 | 30 |
| Programming (CS) 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 quanitify 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 quanitify 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 | CIS 117 | Python Programming | SLO 2 | Employ control structures, functions, | 2016 (Summer) | Assignment/Project | Projects 1, 2, 3 support SLO 2. | Achieved Goal | 31 | 30 |
| Programming (CS) Program - Database | CIS 117 | Python Programming | SLO 2 | and arrays to create Python programs. Employ control structures, functions, | | | SLO satisfied. Students designed and | Achieved Goal | 20 | 20 Early Python learning laid down the foundation to |
| Programming (CS) | CISTIT | Tython Togramming | 310 2 | and arrays to create Python programs. | | Assignment/Troject | implemented a password verification application. | Achieved Godi | 20 | 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. | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers 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. | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers programming with files. | Achieved Goal | 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 | 2016 (Summer) | Assignment/Project | Project 6 supports SLO 3. | Achieved Goal | 31 | 30 |
| Program - Database Programming (CS) | CIS 117 | Python Programming | SLO 3 | interactive Python applications. 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 | CIS 117 | Python Programming | SLO 4 | Employ Python sequences and | 2016 (Summer) | Assignment/Project | Project 5 supports SLO 4. | Achieved Goal | 31 | 30 |
| Programming (CS) Program - Database | CIS 117 | Python Programming | SLO 4 | mappings to store and manipulate Employ Python sequences and | 2016 - 2017 | Exam | SLO satisfied. Exam questions required | Achieved Goal | 27 | 27 Again, critical Python specific skillset developed with |
| Programming (CS) | | | | mappings to store and manipulate data. | (Spring) | | students to correctly employ Python sequences and mappings to manage data. | | | 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 | CIS 117 | Python Programming | SLO 5 | Use SQL commands and the MySQL | 2016 (Summer) | Assignment/Project | Project 6 supports SLO 5. | Achieved Goal | 31 | 30 |
| Programming (CS) Program - Database Programming (CS) | CIS 117 | Python Programming | SLO 5 | database together with Python. 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- | 2016 (Summer) | Assignment/Project | Project 6 supports SLO 6. | Achieved Goal | 31 | 30 |
| Program - Database Programming (CS) | CIS 117 | Python Programming | SLO 6 | Controller framework. 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 | 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 student: participated. Grade performance was 70% Final Exam: 15 students participated and | 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% | 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 quires 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 was 80% Advanced SQL (Triggers) assignment: 15 students participated | Achieved Goal | 17 | 15 |
| Program - Database | CIS 132 | Introduction to Databases | SLO 4 | Employ data storage and indexing | 2016 - 2017 (Fall) | | and their average grade 70%. Not addressed. | Did Not Achieve Goal | 0 | 0 |
| Programming (CS) Program - Database | CIS 132 | Introduction to Databases | SLO 5 | options and perform query Perform basic database administration | n 2016 - 2017 (Fall) | | One HW assignment, 15 out of 17 students | Achieved Goal | 17 | 15 |
| Programming (CS) Program - Database | CIS 132 | Introduction to Databases | SLO 6 | | 2016 - 2017 (Fall) | | | Inconclusive | 0 | 0 |
| Programming (CS) Program - Database | CIS 132 | Introduction to Databases | SLO 7 | manipulate and transform data. Develop NoSQL desktop and cloud | 2016 - 2017 (Fall) | | subject in detail. Not addressed, CIS 133 covers this subject | Did Not Achieve Goal | 0 | 0 |
| Programming (CS) Program - Database Programming (CS) | CIS 363 | Enterprise Database Management with MySQL | SLO 1 | database solutions. Design and construct MySQL databases of moderate complexity | 2016 (Summer) | Exam | detail. 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 | 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 | was RN% NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance | 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 | 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 | 2016 (Summer) | Exam | was 75% 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 | data 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 | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | | Achieved Goal | 120 | 111 |
| Program - Dental Assisting (AS) | COMM 110 | Public Speaking | SLO 1 | snecific nurnose 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 - Dental Assisting (AS) | COMM 110 | Public Speaking | SLO 2 | Incorporate research, sound reasoning and evidence that support claims they make in their presentations of | | Presentation/Perfor mance | 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 | | Assignment/Project | program review | Achieved Goal | 29 | 23 |
| Program - Dental Assisting (AS) | COMM 110 | Public Speaking | SLO 3 | speeches and outlines Demonstrate that they are careful and critical thinkers both as speakers and | | Essay | 3.2 | Achieved Goal | 120 | 106 |
| Program - Dental Assisting (AS) | COMM 110 | Public Speaking | SLO 3 | listeners. 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/Perfor mance | 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) | | Interpersonal Communication | SLO 4 | Apply learned skills and communication theories in various communication contexts | 2016 - 2017 (Spring) | Assignment/Project | | Achieved Goal | 36 | 36 |
| Program - Dental Assisting (AS) | | Interpersonal Communication | SLO 4 | Apply learned skills and communication theories in various communication contexts | 2017 - 2018 (Fall) | Assignment/Project | | Achieved Goal | 90 | 72 |
| Program - Dental Assisting (AS) | | Interpersonal Communication | SLO 5 | Demonstrate an understanding of ethical interpersonal communication founded on communication theory | 2016 - 2017 (Spring) | Assignment/Project | | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
|--|-----------------------------|-------|--|-------------------------|------------------------------|--|---------------|-----|--|
| Program - Dental Assisting (AS) COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Dental Assisting (AS) PSYC 100 | General Psychology | SLO 1 | and scientific basics of the discipline of | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 350 See Program Review |
| Program - Dental Assisting (AS) PSYC 100 | General Psychology | SLO 2 | osvcholoev: Compare and contrast different explanations of human and animal | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 356 |
| Program - Dental Assisting (AS) PSYC 100 | General Psychology | SLO 3 | behavior; 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 | 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 | 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 | contemporary social phenomena. Understand and apply the sociological imagination to a variety of | 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 | contemporary social phenomena. 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 - Dental Assisting (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 - 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 | 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 | social change in historical and Assess what social forces and organizational structures are most prominent in shaping, guiding 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 - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 1 | influencing individual and group hehavior in contemporary society Write coherent speech outlines that demonstrate their ability to use organizational formats with a clear | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 2017 - 2018 (Fall) | Assignment/Project | see program review | Achieved Goal | 29 | 19 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 2 | snerific nurnose Incorporate research, sound reasoning and evidence that support claims they make in their presentations of | | Presentation/Perfor mance | 2.6 | Achieved Goal | 120 | 114 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 2 | sneerhes 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 - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 3 | Demonstrate that they are careful and critical thinkers both as speakers and | | Essay | 3.2 | Achieved Goal | 120 | 106 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 3 | listeners. Demonstrate that they are careful and critical thinkers both as speakers and | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 22 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 4 | listeners. Adapt their presentations to the audience based on situational, | 2016 - 2017 (Spring) | Exam | 3.3 | Achieved Goal | 120 | 117 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 4 | demographics. and psychological Adapt their presentations to the audience based on situational, | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 24 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 5 | responsibilities to others in the | 2016 - 2017 (Spring) | Exam | 3.1 | Achieved Goal | 120 | 117 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 5 | communication transaction. Explain their relationship and ethical responsibilities to others in the | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 19 |
| Program - Dental Assisting (CA) COMM 110 | Public Speaking | SLO 6 | communication transaction. 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 - Dental Assisting (CA) 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 - Dental Assisting (CA) COMM 130 | Interpersonal Communication | SLO 1 | Explain the basic elements of the communication process in | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| Program - Dental Assisting (CA) COMM 130 | Interpersonal Communication | SLO 1 | interpersonal settings Explain the basic elements of the communication process in interpersonal settings | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 84 |

| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 2 | Recognize the self-concept development process, its | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
|-----|------------------------------|----------|-----------------------------------|--------|---|-------------------------|---------------------------|-------------------------|---------------|----|----|
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 3 | multidimensional identity and its role Analyze physiological, social, and cultural factors that affect perception | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings Analyze physiological, social, and cultural factors that affect perception | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandings Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts Apply learned skills and communication theories in various | | Assignment/Project | program review | Achieved Goal | 90 | 72 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 5 | communication contexts Demonstrate an understanding of | 2016 - 2017 | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 5 | ethical interpersonal communication founded on communication theorv Demonstrate an understanding of | (Spring) 2017 - 2018 | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 6 | ethical interpersonal communication founded on communication theorv Research and diagnose conflict in | (Spring) 2016 - 2017 | Presentation/Perfor | 3.5 | Achieved Goal | 36 | 36 |
| | | | | | interpersonal relationships and demonstrate appropriate conflict resolution methods | (Spring) | mance | | | | |
| Pro | gram - Dental Assisting (CA) | COMM 130 | Interpersonal Communication | SLO 6 | Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Pro | gram - Dental Assisting (CA) | ENGL 100 | Composition and Reading | SLO 1 | resolution methods Enter into written, academic discourse | | Essay | see docs | Achieved Goal | 41 | 30 |
| Bro | gram - Dental Assisting (CA) | ENGL 100 | Composition and Reading | SLO 2 | with course readings by presenting the ideas of others in relation to ideas of their own Write text-based expository essays | 2017 - 2018 (Fall) | Feeny | see uploads | Achieved Goal | 41 | 31 |
| FIU | gram - Dental Assisting (CA) | ENGL 100 | Composition and Reading | 31.0 2 | unified by a thesis and by an organizational strategy that reflect the | | LSSdy | see upidaus | Achieved Goal | 41 | 31 |
| Pro | gram - Dental Assisting (CA) | ENGL 100 | Composition and Reading | SLO 3 | assignment's task and numose Write clearly focused, complex sentences using coordinating and | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 28 |
| | | | | | subordinating conjunctions, concession, noun phrase appositives, verbal phrase modifiers, and correct | | | | | | |
| Pro | gram - 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 |
| Pro | gram - Dental Assisting (CA) | ENGL 100 | Composition and Reading | SLO 5 | Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 32 |
| | | | | | tools and documenting them | | | | | | |
| Pro | gram - 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 |
| Pro | gram - 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 |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 2 | Write text-based expository essays unified by a thesis and by an | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 59 |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 2 | organizational strategy that reflect the assignment's task and purpose Write text-based expository essays | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 51 |
| | | | | | unified by a thesis and by an organizational strategy that reflect the assignment's task and purpose | | | | | | |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 3 | Write clearly focused, complex sentences using coordinating and subordinating conjunctions, | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 49 |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 3 | concession, noun phrase appositives, workal phrase modifiers, and correct Write clearly focused, complex | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 51 |
| | | | | | sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, | | | | | | |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 4 | verhal phrase modifiers, and correct Proofread effectively for grammar and usage errors, including correct | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 48 |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 4 | application of MLA document format. Proofread effectively for grammar and usage errors, including correct | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 49 |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 5 | application of MLA document format. Effectively evaluate and fluidly integrate relevant sources, using | 2016 - 2017 (Fall) | Essay | Three sections assessed | Achieved Goal | 64 | 53 |
| | | | | | appropriate research strategies and tools and documenting them | | | | | | |
| Pro | gram - Dental Assisting (CA) | ENGL 105 | Intensive Composition and Reading | SLO 5 | according to MI & guidelines Effectively evaluate and fluidly integrate relevant sources, using | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 73 | 55 |
| | | | | | appropriate research strategies and tools and documenting them | | | | | | |
| | | | | | | | | | | | |

| 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 | 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 | nhrase appositives 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 | and scientific basics of the discipline of | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 350 See Program Review |
| Program - Dental Assisting (CA) PSYC 100 | General Psychology | SLO 2 | osvchology: 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 | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 450 | 310 |
| Program - Dental Assisting (CA) PSYC 100 | General Psychology | SLO 5 | behavior; Demonstrate knowledge of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 396 |
| Program - Digital Media: DGME 112 Broadcast and Electronic Media | TV Studio Production | SLO 1 | scientific method and experimental 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 |
| (AA) Program - Digital Media: DGME 128 Broadcast and Electronic Media (AA) | 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 guest' onnions | Achieved Goal | 27 | 25 |
| Program - Digital Media: Digital DGME 102 Video Production (AA) | Media Law and Ethics | SLO 1 | Describe how the law and media inter- relate. | 2016 (Summer) | Essay | 80% of students correctly identified the inter-relateness | Achieved Goal | 30 | 28 Continue to provide students with updated law cases |
| Program - Digital Media: Digital DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 | | 30 | 28 Continue to work with students on writing a concise thesis |
| Program - Digital Media: Digital DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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 DGME 102 Video Production (AA) | 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. | | 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 DGME 112 Video Production (AA) | 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 | | 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-relateness | 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 | 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 | nroiert/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 |
| 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 | 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 | acsimment 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 | | 30 | 28 Continue to work with students on writing a concise thesis |
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| 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. | | 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 | | 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 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 | | 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 work with DSPS. Include demonstration of accessibility tools used |
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| 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. |

| 4 | | | | | | | | | | |
|--|----------------------|--|---------|---|-------------------------|--------|---|---------------|----------|---|
| 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 | 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 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- elemProbability>&>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 thom 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- elemProbability>&>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. | | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 52 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics | | Interpret the output of a technology- based statistical analysis. | (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 28 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics | | Identify the basic concept of hypothesis testing including Type I and Il errors. | | | 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 | | Identify the basic concept of hypothesis testing including Type I and III 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. | | 85 73 | 58 |
| Program - Economics (AA-T) Program - Economics (AA-T) | MATH 200 MATH 200 | Elementary Probability and Statistics Elementary Probability and Statistics | | Identify the basic concept of hypothesis testing including Type I and Il errors. Identify the basic concept of | | Other | see docs uploaded to slo 1 tested in Canvas. math 200-AE-AR- | Achieved Goal | 73 52 | 33 |
| Program - Economics (AA-T) Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics | | hypothesis testing including Type I and II errors. Formulate hypothesis tests involving | (Spring) | | elemProbability>&>Statistics Sp 2018 On average 65% of students were | Inconclusive | 219 | 142 |
| riogram - Economics (AA-1) | MATH 200 | econemially Provability and Statistics | 52.0 13 | samples from one and two populations. | 2010 - 201/ (Fdll) | LAGIII | on average 65% of students were successful with questions related to this objective. Success was inconsistent across the related questions | medicitisive | 217 | |

| 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. | 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 43 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 13 | populations. Formulate hypothesis tests involving samples from one and two populations. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | | 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 suppose 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. | 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 50 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | testing a hypothesis and interpret the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 27 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 15 | result. Use linear regression and ANOVA analysis for estimation and inference, | 2016 - 2017 (Fall) | Exam | On average 70% of students were successful with questions related to this | Achieved Goal | 219 | 153 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 15 | and interpret the associated statistics. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics. | 2016 - 2017 (Spring) | Exam | obiective. 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 - 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 | see docs uploaded to slo 1 | Achieved Goal | 73 | 56 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 15 | Use linear regression and ANOVA | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 30 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 16 | Use appropriate statistical techniques | 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 - 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | 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, purchalent life science, health. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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 | advantages. 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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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. | | 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 | 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 | Central Limit Theorem Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 9 | Central Limit Theorem 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 - Economics (AA-T) | MATH 200 | Elementary Probability and Statistics | | 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. | | 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 | | Construct and interpret confidence intervals. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 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 | 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 | 2016 - 2017 (Fall) | Exam | 90% of students showed strong comprehension for this subject. Only 2 | Achieved Goal | 21 | 19 |
| Program - Electronic Music (AA) | MUS. 131 | Harmony I | SLO 1 | accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms | 2017 - 2018 (Fall) | Assignment/Project | students received 70% or lower on this program review | Achieved Goal | 23 | 18 |
| Program - Electronic Music (AA) | MUS. 131 | Harmony I | SLO 2 | accurately in both simple and 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 multilities of triads | | 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 | an ortales and a mulaintee of trials FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1 major and minor scales; 2. key signatures; 3. simple intervals (up to | 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 | 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 | 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 | | 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 Pon 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 | 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 got 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 | | 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 | both modulating and non-modulating, including non-dominant 7ths, | 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 | | 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) | | 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 | | 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 | | 2017 - 2018 (Fall) | Assignment/Project | prog rev | Achieved Goal | 7 | s ⁱ |
| 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 | | 2016 - 2017 (Fall) | | 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% acheived 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 | analyze music containing chromatic harmony such as extended chords, chromatic mediants, and/or | 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 | | 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 | | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | | Exam | | 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) | | | Achieved Goal | 33 | 23 |
| Program - Electronic Music (AA) MUS. 202 | Music Listening and Enjoyment | SLO 2 | | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 33 | 29 |
| Program - Electronic Music (AA) MUS. 202 | Music Listening and Enjoyment | SLO 3 | | 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, compute 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) | , , | 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 | | 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) | | 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 | 2016 - 2017 (Fall) | | comprehension for this subject. Only 2 | Achieved Goal | 21 | 19 |
| Program - Electronic Music (CA) MUS. 131 | Harmony I | SLO 1 | accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms | 2017 - 2018 (Fall) | Assignment/Project | students received 70% or lower on this program review | Achieved Goal | 23 | 18 |
| Program - Electronic Music (CA) MUS. 131 | Harmony I | SLO 2 | accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave); and A all multibles of triade | | 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 | an octave); and 4 all qualities of triade 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 | | 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 | 2017 - 2018 (Fall) | Assignment/Project | | Achieved Goal | 23 | 23 |
| Program - Electronic Music (CA) MUS. 131 | Harmony I | SLO 4 | melodies, and analyze phrase HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pop Symbols. | 2016 - 2017 (Fall) | | 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 radences 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 Pon Symbols | 2017 - 2018 (Fall) | Assignment/Project | | 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 | 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 | chord modulation) using roman 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 | | Exam | | 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 | both modulating and non-modulating, including non-dominant 7ths, | 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 | secondary chards and sequences Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and following proper 4-nact 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 | tollowing strong 4-nart voice leading Chromatic Chords: Write, identify and resolve: secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords | 2016 - 2017 (Fall) | | 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 | progrev | 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 | 2016 - 2017 (Fall) | | 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 | modulatory techniques: 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) | | 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 | | 2016 - 2017 (Fall) | Capstone Project | | 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) | | 69% acheived 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 | | 2016 - 2017 (Spring) | | 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 | 2016 - 2017 (Spring) | | Average score was 85%. Two students scored below 70% | Achieved Goal | 9 | 7 |
| Program - Electronic Music (CA) MUS. 134 | Harmony IV | SLO 3 | nolychords and non-tertian sonorities Creative Composition: Compose original short compositions using 20th century concepts learned | | mance | demonstrating solid ability to apply | 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 | 2016 - 2017 (Spring) | Exam | analyzing a simple 12-tone excerpt (average | Achieved Goal | 9 | 9 |
| Program - Electronic Music (CA) MUS. 202 | Music Listening and Enjoyment | SLO 1 | 12x12 tone row matrix recognize musical style characteristics such as classical, folk, popular, jazz, | 2017 - 2018 (Fall) | | 81% overall) prog rev | Achieved Goal | 33 | 23 |
| Program - Electronic Music (CA) MUS. 202 | Music Listening and Enjoyment | SLO 2 | major composers, and representative works from six style periods of Western music history as well as | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 33 | 29 |
| Program - Electronic Music (CA) MUS. 202 | Music Listening and Enjoyment | SLO 3 | selected examples of non-Western 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. | | | | Achieved Goal | | 30 |
| Program - Electronic Music (CA) MUS. 202 | Music Listening and Enjoyment | SLO 6 | experience and appreciate live musical performance. | | | | Achieved Goal | | 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) | | 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) | | 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) | | 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) | | 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 | | 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 | | 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 | | 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 | | 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Program - Engineering (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 - Engineering (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 - Engineering (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 - Engineering (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 - Engineering (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 - 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 | 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 | | 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 | recursive methods. 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 |
| | CIS 255 | (CS1) Programming Methods: Java | | 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 | | 28 | 28 Continue with current strategy |
| Program - Engineering (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 - Engineering (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 1 | | 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 | | 2016 - 2017 (Spring) | Assignment/Project | 88.46% of students completed the assignment (Assignemnet 1) correctly. | Achieved Goal | 26 | 23 Continue with current strategy |
| Program - Engineering (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 2 | | 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 | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 25 | 22 Continue with current strategy |
| Program - Engineering (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum 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 | | 2016 - 2017 (Spring) | Assignment/Project | 92% of students completed the assignment (Assignemnet 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 | | 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 | 2016 - 2017 (Spring) | | 92% of students completed the assignment (Assignement 4) correctly. | Achieved Goal | 25 | 23 Continue with current strategy |
| Program - Engineering (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | | 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 | | 2016 - 2017 (Spring) | Assignment/Project | 92% of students completed the assignment (Assignemnet 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 tonic | 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 (Assignemnet 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 | 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 | 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 | S SLO 1 | paradigms used todav 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 | s 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 | S SLO 1 | Distinguish among different scales of measurement and their implications. | 2017 - 2018 (Fall) | Other | see attached | Achieved Goal | 73 | 13 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | S SLO 1 | Distinguish among different scales of measurement and their implications. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 39 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | S 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 | s 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 | s 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 | S SLO 10 | Determine and interpret levels of statistical significance including p- values. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | S 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 | | 162 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | s 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 | S 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 | S SLO 11 | Interpret the output of a technology-based statistical analysis. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 28 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | S SLO 12 | Identify the basic concept of hypothesis testing including Type I and Il 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 | | Identify the basic concept of hypothesis testing including Type I and II errors. | | 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 Achieved Goal | 85 | 58 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | | Identify the basic concept of hypothesis testing including Type I and Il errors. | | | see docs uploaded to slo 1 | | 73 | 47 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | | Identify the basic concept of hypothesis testing including Type I and II errors. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 33 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | s 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 | 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 | populations. Formulate hypothesis tests involving samples from one and two populations. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics SLO 14 | | 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 suppose; 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 | hese 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 | 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 | result. Select the appropriate technique for testing a hypothesis and interpret the result. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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, | 2016 - 2017 (Fall) | Exam | On average 70% of students were successful with questions related to this | Achieved Goal | 219 | 153 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics SLO 15 | and interpret the associated statistics. Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics. | 2016 - 2017 (Spring) | Exam | oblective. 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 | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 30 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics SLO 16 | Use appropriate statistical techniques | 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, nevchology, life science, health | 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 | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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 | advantages. 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. | | 85 | 59 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics SLO 5 | Identify the standard methods of obtaining data and identify | 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 | advantages. Identify the standard methods of obtaining data and identify advantages. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics SLO 6 | advantages. 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- elemProbability>&>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. | | 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- elemProbability>&>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 | sample and population distributions and analyze the role played by the | 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 | Central Limit Theorem Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| | Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | SLO 9 | Central Limit Theorem Construct and interpret confidence intervals. | 2016 - 2017 (Fall) | Exam | On average 66% of students were successful with questions related to this | Inconclusive | 219 | 145 |
| | Program - Engineering (AS) | MATH 200 | Elementary Probability and Statistics | | Construct and interpret confidence intervals. | 2016 - 2017 (Spring) | Exam | 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. | 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- elemProbability>&>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 | | 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- | 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 | | 2016 - 2017 (Spring) | Assignment/Project | 88.46% of students completed the assignment (Assignemnet 1) correctly. | Achieved Goal | 26 | 23 Continue with current strategy |
| | Program - Engineering Technology: General (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 2 | oriented programming concepts. 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 | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 25 | 22 Continue with current strategy |
| | Program - Engineering Technology: General (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | ohiect-oriented design model Reuse existing components through inheritance and polymorphism. | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum 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 (Assignemet 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 | 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 (Assignemnet 4) correctly. | Achieved Goal | 25 | 23 Continue with current strategy |
| | Program - Engineering Technology: General (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | management. 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 (Assignemnet 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 6) correctly. | Achieved Goal | 25 | 23 Continue with current strategy |
| 4 | | | | | | | | | | | |

| 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, imerative functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | 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. | | 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. | (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. | | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | 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- elemProbability>&>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. | | 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- elemProbability>&>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 an Il errors. | 2016 - 2017 (Fall) d | 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 an II errors. | | 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. | | 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 an II errors. | 2017 - 2018 (Fall) d | 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 an II errors. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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. | , , | 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 suppose; 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. | | 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 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 | see docs uploaded to slo 1 | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | 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) | | see docs uploaded to slo 1 | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | 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 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 | | Other | see docs uploaded to slo 1 | 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 | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | | 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. | | | 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. | (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | Acnieved 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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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. | | 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- elemProbability>&>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- elemProbability>&>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 | | Distinguish the difference between sample and population distributions and analyze the role played by the | 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 | Central Limit Theorem Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Engineering Technology: General (AS) | MATH 200 | Elementary Probability and Statistics | | Central Limit Theorem 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- elemProbability>&>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 | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 24 |
| Program - Engineering Technology: General (AS) | MATH 241 | Applied Calculus I | | 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 | | 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 | | 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 | 2017 - 2018 (Fall) | Essay | see uploads | Achieved Goal | 41 | 31 |
| Program - English (AA) | ENGL 100 | Composition and Reading | SLO 3 | assignment's task and numnes Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, verhal 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 | 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 | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 10 | 10 |
| Program - English (AA) | ENGL 161 | Creative Writing I | SLO 3 | elements of fiction to create short Critique their own work and works of their peers with regard to elements of | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 10 | 10 |
| Program - English (AA) | ENGL 162 | Creative Writing II | SLO 1 | poetry and fiction. Create a sustained body of work in | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
| Program - English (AA) | ENGL 162 | Creative Writing II | SLO 2 | poetry or fiction or a combination of Demonstrate the ability to analyze and evaluate critically their own work and | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
| Program - English (AA) | ENGL 162 | Creative Writing II | SLO 3 | that of their opers. 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 (A | | 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 |
|----------------------|----------------|--|---------|---|-------------------------|--------------------|--|---------------|----|--|
| December 5 - 11-1 11 | AA) FNGI 163 | Constitution Market and the | | | | | | | | |
| Program - English (A | | 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 (A | AA) ENGL 163 | Creative Writing III | SLO 3 | Edit and revise their work in response to feedback, demonstrating the ability | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Program - English (A | AA) ENGL 165 | Composition, Argument, and Critica Thinking | I SLO 1 | skills to arguments presented in a variety of forms, in order to analyze | 2016 - 2017 (Spring) | Essay | see program review | Achieved Goal | 24 | 18 |
| Program - English (A | AA) ENGL 165 | Composition, Argument, and Critica Thinking | I SLO 2 | positions in a complex argument, and that present an effective, nuanced, | 2016 - 2017 (Spring) | Essay | see program review | Achieved Goal | 24 | 18 |
| Program - English (A | AA) ENGL 165 | Composition, Argument, and Critica Thinking | I SLO 3 | 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 |
| Program - English (A | 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 | | Assignment/Project | see program review | Achieved Goal | 25 | 24 |
| Program - English (A | AA) LIT. 430 | Greek Mythology and Classical Literature | SLO 2 | Present a critical, independent analysis | 2016 - 2017 (Spring) | Assignment/Project | see program review | Achieved Goal | 25 | 24 |
| Program - English (A | AA-T) CHIN 111 | Elementary Chinese I | SLO 1 | | 2016 - 2017 (Fall) | | All the students assessed were able to meet the SLO. | Achieved Goal | 37 | 37 |
| Program - English (A | AA-T) CHIN 111 | Elementary Chinese I | SLO 1 | | 2016 - 2017 (Fall) | | All the students who were assessed met SLO. | Achieved Goal | 40 | 40 Provide more exercises on tone differentiation. |
| Program - English (A | AA-T) CHIN 111 | Elementary Chinese I | SLO 2 | | 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 (A | AA-T) CHIN 111 | Elementary Chinese I | SLO 3 | | 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 (A | AA-T) CHIN 111 | Elementary Chinese I | SLO 4 | | 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 (A | AA-T) CHIN 121 | Advanced Elementary Chinese I | SLO 1 | | 2016 - 2017 (Fall) | Assignment/Project | Most of the students assessed met the SLO. | Achieved Goal | 34 | 32 |
| Program - English (A | AA-T) CHIN 121 | Advanced Elementary Chinese I | SLO 2 | | 2016 - 2017 (Fall) | Assignment/Project | Most of the students assessed met the SLO. | Achieved Goal | 33 | 31 |
| Program - English (A | 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, | 2016 - 2017 (Fall) | Assignment/Project | Most of the students assessed met the SLO. | Achieved Goal | 34 | 31 |
| Program - English (A | AA-T) CHIN 121 | Advanced Elementary Chinese I | SLO 4 | | 2016 - 2017 (Fall) | Assignment/Project | Most of the students assessed met the SLO. | Achieved Goal | 34 | 32 |
| Program - English (A | AA-T) CHIN 121 | Advanced Elementary Chinese I | SLO 5 | Recognize and interpret Chinese cultural norms and customs, comparing and contrasting them with manual 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 (A | AA-T) CHIN 122 | Advanced Elementary Chinese II | SLO 1 | Speaking: Use fluent oral communication skills on conversations with accurate pronunciation and | 2016 - 2017 (Fall) | Assignment/Project | All the students assessed met the SLO. | Achieved Goal | 10 | 10 |
| Program - English (A | AA-T) CHIN 122 | Advanced Elementary Chinese II | SLO 2 | intonation in everyday cituations 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 | 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 | strategies to identify categories, main ideas organizations and specific 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 | | Culture: Describe distinctive features of China, Chinese daily life and cultural | 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 | particular to the genres of poetry, | 2016 - 2017 (Spring) | Exam | 2.1 | Achieved Goal | 10 | 8 |
| Program - English (AA-T) | COMM 170 | Oral Interpretation I | SLO 2 | short story, drama Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 9 |
| Program - English (AA-T) | COMM 170 | Oral Interpretation I | | introduction and transitions Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or | 2016 - 2017 (Spring) | Presentation/Perfor mance | 2.6 | Achieved Goal | 10 | 8 |
| Program - English (AA-T) | COMM 170 | Oral Interpretation I | SLO 5 | her understanding of the text to an Apply understanding of the text, critical thinking skills, and sensitivity to | 2016 - 2017 (Spring) | Essay | 2.6 | Achieved Goal | 10 | 7 |
| Program - English (AA-T) | ENGL 100 | Composition and Reading | | audience in critiquing his or her own, and classmates' nerformances Enter into written, academic discourse with course readings by presenting the ideas of others in relation to ideas of | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 30 |
| Program - English (AA-T) | ENGL 100 | Composition and Reading | SLO 2 | unified by a thesis and by an organizational strategy that reflect the | 2017 - 2018 (Fall) | Essay | see uploads | Achieved Goal | 41 | 31 |
| Program - English (AA-T) | ENGL 100 | Composition and Reading | SLO 3 | assimment's task and numose Write clearly focused, complex sentences using coordinating and subordinating conjunctions, concession, noun phrase appositives, | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 28 |
| Program - English (AA-T) | ENGL 100 | Composition and Reading | | verhal phrase modifiers, and correct Proofread effectively for grammar and usage errors, including correct | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 33 |
| Program - English (AA-T) | ENGL 100 | Composition and Reading | | application of MLA document format Effectively evaluate and fluidly integrate relevant sources, using appropriate research strategies and tools and documenting them | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 32 |
| Program - English (AA-T) | ENGL 110 | Composition, Literature, and Critical Thinking | | Apply critical thinking and reading skills to literary works, from a variety | 2016 - 2017 (Fall) | Essay | One section assessed | Achieved Goal | 27 | 23 |
| Program - English (AA-T) | ENGL 110 | Composition, Literature, and Critical Thinking | SLO 2 | defend these analyses and interpretations, rather than merely | 2016 - 2017 (Fall) | Essay | One section assessed | Achieved Goal | 27 | 20 |
| Program - English (AA-T) | ENGL 110 | Composition, Literature, and Critical Thinking | | nrecent summaries 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 | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
| Program - English (AA-T) | ENGL 162 | Creative Writing II | | that of their peers. 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 | | | 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 | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Program - English (AA-T) | ENGL 163 | Creative Writing III | SLO 3 | that of their peers. Edit and revise their work in response to feedback, demonstrating the ability | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Program - English (AA-T) | ENGL 165 | Composition, Argument, and Critical Thinking | | to discriminate among a range of 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, | 7 Essay | see program review | Achieved Goal | 24 | 18 |
|--------------------------|----------|---|-------|--|-----------------------------|--|---------------|----|--|
| Program - English (AA-T) | ENGL 165 | Composition, Argument, and Critical Thinking | SLO 3 | Inoically hased discrission Write essays that effectively incorporate both primary and secondary sources, some of which are discovered by the student through | 7 | see program review | Achieved Goal | 24 | 18 |
| Program - English (AA-T) | LIT. 105 | The Bible as Literature | SLO 1 | library research. (Secondary sources ——————————————————————————————————— | 3 (Fall) Assignment/Projec | et program review | Achieved Goal | 17 | 17 |
| Program - English (AA-T) | LIT. 105 | The Bible as Literature | SLO 2 | Present a critical, independent analysis 2017 - 201 of themes in one or more works of the Bible and Apocrypha in the form of a | 3 (Fall) Assignment/Project | t program review | Achieved Goal | 17 | 17 |
| Program - English (AA-T) | LIT. 151 | Shakespeare | SLO 1 | noiert naner or presentation Demonstrate familiarity with a variety 2017 - 201 of representative works from Shakespeare, identifying major | 3 (Fall) Assignment/Projec | t program review | Achieved Goal | 22 | 21 |
| Program - English (AA-T) | LIT. 151 | Shakespeare | SLO 2 | literary cultural and historical Present a critical, independent analysis 2017 - 201 of themes in one or more works of Shakespeare in the form of a project, | 3 (Fall) Assignment/Projec | t program review | Achieved Goal | 22 | 20 |
| Program - English (AA-T) | LIT. 201 | American Literature I | SLO 1 | namer or presentation Demonstrate familiarity with a variety of representative works of American literature from the 1490s through the 1870s, identifying major literary, | 7 (Fall) Essay | One section assessed | Achieved Goal | 24 | 22 |
| Program - English (AA-T) | LIT. 201 | American Literature I | SLO 2 | cultural and historical themes Present a critical, independent analysis 2016 - 201 of themes in one or more works of American literature from the 1490s through the 1870s in the form of a project page or presentation. | 7 (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 themps | 7 Assignment/Projec | t 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 2016 - 201 of themes in one or more works of Greek mythology or Greek classical literature in the form of a project, name, or presentation | 7 Assignment/Projec | t see program review | Achieved Goal | 25 | 24 |
| Program - English (AA-T) | SPAN 110 | Elementary Spanish | SLO 1 | naner or presentation Communicate in Spanish in everyday 2016 - 201 situations. | 7 (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 - English (AA-T) | SPAN 110 | Elementary Spanish | SLO 1 | Communicate in Spanish in everyday 2016 - 201 situations. (Spring) | 7 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. | 7 (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 - English (AA-T) | SPAN 110 | Elementary Spanish | SLO 2 | Compare and contrast his/her own 2016 - 201 values, behaviors and worldviews with (Spring) those of Spanish-speaking cultures discussed in the course and text. | 7 Essay | 33of 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 2016 - 201 Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | 7 (Fall) Exam | 38 of 45 students demonstrated the necessary proficiency to produce and interpret or all and written Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Councill 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 - English (AA-T) | SPAN 110 | Elementary Spanish | SLO 3 | Produce and interpret oral and written 2016 - 201 Spanish at approximately an (Spring) Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | 7 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 | 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 2016 - 201 situations. | 7 (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 | 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 writter Spanish at approximately an Intermediate Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | n 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 | 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. | | 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 - 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. | (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 | 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 | 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 writter Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | | 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 - English (AA-T) | SPAN 120 | Advanced Elementary Spanish | SLO 3 | Produce and interpret oral and writter Spanish at approximately an Intermediate High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages). | (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 - 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. | | 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 | 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. | | 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 | 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) | | 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) | | 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) | | 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 | s 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 | s 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 | s 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 | s 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 | s 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 | s 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 | s 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 | 2016 - 2017 (Fall) | Exam | 91% of students can properly frame an | Achieved Goal | 35 | 32 |
| Program - Film (AA) | ENGL 161 | Creative Writing I | SLO 1 | studio interviews. Identify, integrate and use specific elements of poetry to create poems of | 2017 - 2018 (Fall) | Portfolio | interview with headroom and look space program review | Achieved Goal | 10 | 10 |
| Program - Film (AA) | ENGL 161 | Creative Writing I | SLO 2 | varying form and subject matter. Identify, understand and use specific | | Portfolio | program review | Achieved Goal | 10 | 10 |
| Program - Film (AA) | ENGL 161 | Creative Writing I | SLO 3 | elements of fiction to create short Critique their own work and works of their peers with regard to elements of | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 10 | 10 |
| Program - Film (AA) | ENGL 162 | Creative Writing II | SLO 1 | poetry and fiction. Create a sustained body of work in | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
| Program - Film (AA) | ENGL 162 | Creative Writing II | SLO 2 | poetry or fiction or a combination of 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 | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 3 | 3 |
|-------------------------------------|---------------------------------|----------|---|-------|---|--------------------|--------------------|--|---------------|----|----|
| Program - Film (| (AA) | ENGL 163 | Creative Writing III | SLO 1 | | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Program - Film (| (AA) | ENGL 163 | Creative Writing III | SLO 2 | poetry or fiction or a combination of Demonstrate the ability to analyze and evaluate critically their own work and | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Program - Film (| (AA) | ENGL 163 | Creative Writing III | SLO 3 | that of their peers. Edit and revise their work in response to feedback, demonstrating the ability | 2017 - 2018 (Fall) | Portfolio | program review | Achieved Goal | 4 | 4 |
| Program - Film (| (AA) | FILM 100 | Introduction to Film | SLO 1 | | 2016 - 2017 (Fall) | Exam | 2 sections of Film 100, both OL, one | Achieved Goal | 88 | 75 |
| | | | | | form. | | | accelerated. | | | |
| Program - Film (| | FILM 100 | Introduction to Film | SLO 1 | Identify the basic technique of film | | | 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 | 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 | and/or ideology. Analyze film form in a film segment, emphasizing aesthetics, narrative | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 47 | 30 |
| Program - Film (| (AA) | FILM 100 | Introduction to Film | SLO 3 | and/or ideology. Distinguish different styles and modes | 2016 - 2017 (Fall) | Exam | 2 sections film 100, both OL, one acclerated | Achieved Goal | 88 | 82 |
| Program - Film (| (AA) | FILM 100 | Introduction to Film | SLO 3 | of filmmaking (documentary, genres, Distinguish different styles and modes | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 47 | 43 |
| Program - Film (| (AA) | FILM 120 | Film History I | SLO 1 | of filmmaking (documentary, genres, identify the major phases of the | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 40 | 25 |
| Program - Film (| (AA) | FILM 120 | Film History I | SLO 2 | historical development of film identify major styles, movements and | | | | Achieved Goal | 40 | 20 |
| | | | | | national schools of filmmaking | | | | | | |
| Program - Film (| | FILM 120 | Film History I | SLO 3 | analyze the relationship between film art and social/historical context | | | | Achieved Goal | 40 | 28 |
| Program - Film, Electronic 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 |
| Program - Film, Electronic Media | , Television, and lia (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, Electronic Media | , Television, and lia (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, Electronic Media | , Television, and lia (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, Electronic Media | , Television, and lia (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, Electronic Medi | , Television, and lia (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 acclerated | Achieved Goal | 88 | 82 |
| Program - Film, Electronic Medi | , Television, and lia (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, Electronic Medi | , Television, and lia (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, Electronic Medi | , Television, and lia (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, Electronic Media | , Television, and lia (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 A 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 | 2016 - 2017 (Fall) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 28 | 26 |
| Program - Fine A Studio Art (AA) | | ART 102 | Art of Renaissance and Baroque (c. 1300-1700) | SLO 2 | the stylistic characteristics of works of art of the period in order to place | 2016 - 2017 (Fall) | | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 28 | 26 |
| Program - Fine A Studio Art (AA) | | ART 102 | Art of Renaissance and Baroque (c. 1300-1700) | SLO 3 | them in their art historical context Relate, compare, and contrast the major styles that emerge in the Western visual tradition during the | 2016 - 2017 (Fall) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 28 | 26 |
| Program - Fine A Studio Art (AA) | | ART 102 | Art of Renaissance and Baroque (c. 1300-1700) | SLO 4 | Renaissance and Raronue neriods 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 | 2016 - 2017 (Fall) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 28 | 26 |
| Program - Fine A 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, | 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 | the stylistic characteristics of works of art from the 18th to 20th century in | 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 | major styles that emerge in the Western visual tradition from the 18th | 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 | to the 20th century 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 | | 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 | 1 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 | | 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 | the nublic 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 - 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 | interpret and apply formal design elements in the production of images | 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 | 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 nonobjective 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. | | 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 | | 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 | | 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 | | 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 | | 2017 - 2018 (Fall) | Portfolio | | 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 | | 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) | | | 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 | | 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 | | 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 | 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 | 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 | 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 | 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 | | 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 | manipulation of line, form, value, composition posture, and anatomical | 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 | 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. | | 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 | 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 | of oil painting materials. 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 | manipulation of mark, color, value, | 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 | contemporary developments, trends, | 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 | materials, and approaches in painting. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts | 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 | and terminology 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, | 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 | composition and drawing. Understand and implement the construction and methodology of oil painting, including supports, grounds, mediums, solvents, brushes and paint | 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 | properties Learn and create a variety of oil painting techniques including underpainting (grisaille and wipe-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 | methods) a la prima and blocking-out Demonstrate knowledge and understanding of art history and how it relates to oil painting, their own painting and various contemporary | 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 | styles and movements Formulate an art vocabulary and visual "eye" through individual and group | 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 | critiques. Make choices and decisions about his or her personal direction and voice as | 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 | an artist. Use painting as a critical thinking tool to examine, observe, discover and create what was previously unseen or | 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 | unknown about themselves art and 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 | Of del vice builting 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 3 | | 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, | 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 | and composition. 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 | 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 | and terminology 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 | 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 | based on an understanding of light | 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 | theory. color. composition and 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. | | 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 | materials, and approaches in painting. | 2016 - 2017 (Spring) | Portfolio | 100% successful | Achieved Goal | | 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 | | 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 | and terminology 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 | 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 | 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 | 95% success. They have developed film development skills in the prerequisite courses. | 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 | 85% of the class produced a portfolio of well crafted photographs. | Achieved Goal | | 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) D | Portfolio | 90% The students are able to achieve portfolio success due to the two suites portfolios, allowing acute concentration | 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 | with the assignments 80% success rate. | 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 | 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 | portfolio. 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 | 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 | profeciency and continue towards mastery. 100% Advanced students who take this course have developed profeciency and | 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) | | continue towards mastery. 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. | g 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. | n 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 project'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 | the project's photographs 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 | 2016 - 2017 (Fall) | Assignment/Project | 100% | Achieved Goal | 2 | 2 |
| Program - Fine Arts: General Studio Art (AA) | ART 405 | Sculpture I | SLO 1 | work of orofessional photographers. Express aesthetic or conceptual intent 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 | s 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 intent 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 | s 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 intent 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 | (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, assemblage etc.) in a safe and | | 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 | 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 | principles of design and visual Create sculptural works that demonstrate understanding of representational, abstract, non- | 2016 - 2017 (Spring) | | 10 of 11 | Achieved Goal | 11 | 10 |
| Program - Fine Arts: General Studio Art (AA) | ART 405 | Sculpture I | SLO 5 | chiective, or concentual imagery: Examine and describe historical and contemporary developments, trends, | 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 | materials, and approaches in Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, | | 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 | Concepts and terminology: 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, | 2016 - 2017 (Spring) | Assignment/Project | three completed the work. I am waiting to see the fourths work. $\label{eq:complete} % \begin{center} \bend{center} \end{center} \end{center} \end{center} \end{center} \e$ | Achieved Goal | 4 | 3 |
| Program - Fine Arts: General Studio Art (AA) | ART 406 | Sculpture II | SLO 2 | metal stone 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 | 2016 - 2017 (Spring) | Portfolio | did project. | Achieved Goal | 15 | 14 |
| Program - Fine Arts: General Studio Art (AA) | ART 411 | Ceramics I | SLO 4 | them throughout history 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 | | Discussion | all student participated | Achieved Goal | 15 | 14 |
| Program - Fine Arts: General Studio Art (AA) | ART 411 | Ceramics I | SLO 7 | and terminology 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/Perfor mance | 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. | | 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. | | 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. | | 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 | | Survey | Method: Students are surveyed on whether they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | | 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. | | 34 | 31 |

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

| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
|----------------------------------|----------|--|-------|--|-------------------------|--------|---|----|----|
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 25 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 15 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 25 | 25 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 16 | 15 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 20 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 44 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 20 | 19 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 44 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
| Program - Fire Technology (AS) F | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 24 |
| Program - Fire Technology (AS) F | FIRE 745 | Fire Protection Systems | SLO 2 | Describe the basic elements of a public water supply system as it relates to fire protection | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |

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| Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in firefighting SLO 2-2017 (Sall) Survey Method: Students are surveyed on whether Achieved Goal they free interpretation of they great the survey. SLO 2 Discuss the techniques and strategies Survey Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies Survey Survey Method: Students are surveyed on whether Achieved Goal Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Survey Survey | 24 |
| Program - Fire Technology (AS) FiRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in friefighting Program - Fire Technology (AS) FiRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in friefighting Firefighter I Academy SLO 2 Discuss the techniques and strategies used in friefighting Firefighter I Academy Firefighter I Academy Firefighter I Academy SLO 2 Discuss the techniques and strategies used in friefighting Firefighter I Academy | 17 |
| used in firefighting Firefighter I Academy | 22 |
| Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in firefighting Slove (Spring) Survey (Spring) Survey (Method: Students are surveyed on whether Achieved Goal five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in firefighting survey in the free thought of the students of the survey. Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in firefighting survey in the free thought of the students of the survey. Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstra | 24 |
| Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 2 Discuss the techniques and strategies used in firefighting surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely; 5 - Agree Completely; 5 - Agree Completely; 6 - Agree Completely; 7 - Agree Completely; 7 - Agree Completely; 7 - Agree Completely; 8 - Agree Completely; 8 - Agree Completely; 9 - Agree Completel | 17 |
| Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using 2016 - 2017 (Fall) Survey Method: Students are surveyed on whether Achieved Goal 24 they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 23 |
| | 24 |
| Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures (Spring) they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 17 |
| Program - Fire Technology (AS) FIRE 793 Firefighter I Academy SLO 3 Demonstrate safe practices by using standard safety procedures Standard safety procedures Standard safety procedures Wethod: Students are surveyed on whether Achieved Goal 23 they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 22 |

| Page | | | | | | | | | | |
|--|--------------------------------|----------|-------------------------------------|-------|---|--------------------|--------|---|----|----|
| Program The Beneraling (20) 187 | Program - Fire Technology (AS) | FIRE 793 | Firefighter I Academy | SLO 4 | techniques and strategies used in | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 24 | 24 |
| Figure - Te Telluming Coll 18-76 Engages Method Telluminas has 10-1 Region to Continue of Information of | Program - Fire Technology (AS) | FIRE 793 | Firefighter I Academy | SLO 4 | techniques and strategies used in | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 17 | 17 |
| Pages - Tex International (A) INF 76 Programy Medical Text Assistant files (2) (2) Program Text International (A) | Program - Fire Technology (AS) | FIRE 793 | Firefighter I Academy | SLO 4 | techniques and strategies used in | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 23 | 23 |
| Figure 17th Technology 05 787.795 Energy Medical Technology 65 1987.795 Energy Medical Technology 65 198 | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 1 | of the patient's condition or extent of injuries to assess requirements for | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 23 | 23 |
| a this patter for condition or national or important modes are not incomed to present the control or present the c | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 1 | of the patient's condition or extent of injuries to assess requirements for | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 27 | 27 |
| Integrate - File Technology (AD 1982 796 Emergency Medical Technician Basic SLO 2 Emergency Medical Technician Basic SLO 3 Employ the proper methods to in the patients' conditions and consideration of the property of the patients' conditions and the patients' conditions an | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 1 | of the patient's condition or extent of injuries to assess requirements for | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 20 | 19 |
| Program: Five Technology (As) PIRE 796 Emergency Medical Technician Basic Sti.O.3 Employ the proper methods to IRI, mose, position and different with employer and provent from immitted decomfort, and provent from the patients to minimale decomfort. And provent from the patients to minimale decomfort, and provent from the patients to minimale decomfort. And provent from the patients to minimale decomfort, and provent for the patients to minimale decomfort. And provent for the patients to minimale decomfort. And provent for the patients to minimale decomfort. And provent for the patients in the patients to minimale decomfort. And provent for the patients to minimale decomfor | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 2 | medical care based on assessment | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 23 | 23 |
| medical are based on assessment findings of the patient's condition; he point scale I. C. Disagree Completely). Success: At least 17% of the students choose 4 or 3 on the survey. Program - Fire Technology (AS) PRE 796 Emergency Medical Technician: Basic SLO 3 Employ the proper methods to Bift, more, position and otherwise handle the patient to minimize disconnibration and prevent further injury, and, and prevent further inju | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 2 | medical care based on assessment | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 27 | 27 |
| Program - Fire Technology (AS) PiRE 796 Emergency Medical Technician: Basic SLO 3 Employ the program rendust to lift, money, protions and otherwise hands the partient to misimize disconflort, and prevent further injury; and, and pr | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 2 | medical care based on assessment | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 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, prevent further injury; and | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 3 | move, position and otherwise handle the patient to minimize discomfort | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 23 | 23 |
| move, position and otherwise handle the partent to minimize discomfort and prevent further injury; and, and prevent further injury; | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 3 | move, position and otherwise handle the patient to minimize discomfort | | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 27 | 27 |
| expectations of the job description they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5- Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. Program - Fire Technology (AS) FIRE 796 Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description (Spring) Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expectations of the job description Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the expe | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 3 | move, position and otherwise handle the patient to minimize discomfort | 2017 - 2018 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students | 20 | 19 |
| Program - Fire Technology (AS) FIRE 796 Emergency Medical Technician: Basic SLO 4 Perform safely and effectively the 2016 - 2017 Survey Method: Students are surveyed on whether Achieved Goal 27 27 expectations of the job description (Spring) they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 4 | | 2016 - 2017 (Fall) | Survey | they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 23 | 23 |
| | Program - Fire Technology (AS) | FIRE 796 | Emergency Medical Technician: Basic | SLO 4 | | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point Scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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) | | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 7 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 24 |
| Program - Fire Technology (CA) FIRE 745 | Fire Protection Systems | SLO 2 | Describe the basic elements of a publi water supply system as it relates to fir protection | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 15 | 15 |
| Program - Fire Technology (CA) FIRE 745 | Fire Protection Systems | SLO 2 | Describe the basic elements of a publi water supply system as it relates to fir protection | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 31 | 31 |
| Program - Fire Technology (CA) FIRE 793 | Firefighter I Academy | SLO 1 | Recognize the tools used in firefighting | g 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 24 | 24 |
| Program - Fire Technology (CA) FIRE 793 | Firefighter I Academy | SLO 1 | Recognize the tools used in firefighting | g 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - 0 isagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 17 | 17 |
| Program - Fire Technology (CA) FIRE 793 | Firefighter I Academy | SLO 1 | Recognize the tools used in firefighting | g 2017 - 2018 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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; | | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 27 | 27 |

| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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. | | 20 | 19 |
|--------------------------------------|----------|------------------------------------|---------|---|-------------------------|--------------------|--|---------------|----|--|
| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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; 5-Agree Completely Success: At least 75% of the students choose 4 or 5 on the survey. | | 23 | 23 |
| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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. | | 27 | 27 |
| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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. | | 20 | 19 |
| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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. | | 23 | 23 |
| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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. | | 27 | 27 |
| Program - Fire Technology (CA) | FIRE 796 | Emergency Medical Technician: Basi | c 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. | | 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 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Geological Science (AS) | CHEM 210 | General Chemistry I | SLO 3 | | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Geological Science (AS) | CHEM 210 | General Chemistry I | SLO 4 | | 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Program - Geological Science (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 - Geological Science (AS) | CHEM 220 | General Chemistry II | SLO 3 | atomic and molecular stability and the formation of various stable products | | Survey | see program review | Achieved Goal | 13 | 11 |
| Program - Geological Science (AS) | GEOL 100 | Survey of Geology | SLO 5 | through evolanations and annonriate identify and describe basic properties of minerals and rocks and understand their importance as Earth resources | 2016 - 2017 | 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 | | 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 |

| | rogram - Geological Science AS) | MATH 241 | Applied Calculus I | SLO 2 | Find the derivatives of functions involving constants, sums, differences, | 2017 - 2018 (Fall) | Other | see doc attached to slo 1 | Achieved Goal | 24 | 24 |
|---|------------------------------------|----------|--|-------|---|-------------------------|--------------------|---|----------------------|----|---|
| | rogram - Geological Science AS) | MATH 241 | Applied Calculus I | SLO 3 | products, quotients, and the chain 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 |
| | rogram - 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 |
| | rogram - 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 |
| | rogram - 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 |
| | rogram - 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 |
| P | rogram - 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 |
| | rogram - 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 |
| P | rogram - 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. |
| | rogram - 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 |
| Р | rogram - 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 |
| P | rogram - 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 |
| P | rogram - Geology (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 |
| P | rogram - Geology (AS-T) | CHEM 210 | General Chemistry I | SLO 4 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| P | rogram - Geology (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 |
| P | rogram - Geology (AS-T) | CHEM 220 | General Chemistry II | SLO 2 | evalunations 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 |
| P | rogram - 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 11 |
| P | rogram - Geology (AS-T) | GEOL 100 | Survey of Geology | SLO 5 | through explanations and annonoriate identify and describe basic properties of minerals and rocks and understand their importance as Earth resources | | 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 |
| Р | rogram - 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 section and stratigraphic columns. | s 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 canacity. | 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, | 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 | and aerobic canacity 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 | 2016 - 2017 | Other | All students demonstrated knowledge of | Achieved Goal | 99 | 99 |
| Program - Group Fitness Instructor (CS) | FITN 116.2 | Body Conditioning II | SLO 1 | exercises Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Pre and Post Test | various exercises 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 | and aerobic canacity at an Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity 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. |
| 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, | | 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 | and aerobic canacity at an advanced Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity 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. |
| 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, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 | and aerobic canacity at an expert leve Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | 99% of all students improved on one or more of the fitness assessments | Achieved Goal | 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 | and aerobic canacity at an expert leve Demonstrate knowledge of various exercises at an expert level. | | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 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 | 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 canacity | 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. |

| Program - Group Fitness Instructor (CS) | 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. |
|---|------------|--------------------------|-------|---|--------------------|-------------------|--|---------------|-----|--|
| Program - Group Fitness Instructor (CS) | FITN 235.1 | Boot Camp I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 11 | 10 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 235.1 | Boot Camp I | SLO 2 | and aerobic capacity at a beginning Demonstrate knowledge of various exercises at a fundamental level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 11 | 11 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 235.2 | Boot Camp II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Group Fitness Instructor (CS) | FITN 235.2 | Boot Camp II | SLO 2 | and aerobic capacity at an 2. Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 7 | 7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 235.3 | Boot Camp III | SLO 1 | composition, range of motion, overall body weight, resting heart rate, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 235.3 | Boot Camp III | SLO 2 | At an advanced level, demonstrate knowledge of various exercises. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 235.4 | Boot Camp IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 235.4 | Boot Camp IV | SLO 2 | and aerobic capacity at an expert level Demonstrate knowledge of various exercises optimizing maximum heart rate and achieving muscular fatigue. | 2016 - 2017 (Fall) | 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 301.1 | Spinning I | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% 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 301.1 | Spinning I | SLO 2 | and aerobic capacity at a beginning Demonstrate knowledge of various exercises at a beginning level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 19 | 19 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 301.2 | Spinning II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 301.2 | Spinning II | SLO 2 | and aerobic capacity at an Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitness Instructor (CS) | FITN 301.3 | Spinning III | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Program - Group Fitness | FITN 301.3 | Spinning III | SLO 2 | • | 2016 - 2017 (Fall) | Other | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Instructor (CS) Program - Group Fitness Instructor (CS) | FITN 301.4 | Spinning IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 301.4 | Spinning IV | SLO 2 | and aerobic capacity at an expert level 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 334.1 | Yoga I | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 334.1 | Yoga I | SLO 2 | and aerobic capacity at a beginning 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 - Group Fitness Instructor (CS) | FITN 334.2 | Yoga II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Group Fitness Instructor (CS) | FITN 334.2 | Yoga II | SLO 2 | and aerobic capacity at an 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 - Group Fitness Instructor (CS) | FITN 334.3 | Yoga III | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 - Group Fitness Instructor (CS) | FITN 334.3 | Yoga III | SLO 2 | and aerobic canacity at an advanced 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 - Group Fitness 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 canacity 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 - Group Fitne Instructor (CS) | ess 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 Fitne Instructor (CS) | ess FITN 335.1 | Pilates I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 Fitne Instructor (CS) | ess FITN 335.1 | Pilates I | SLO 2 | and aerobic capacity at a beginning 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 Fitne Instructor (CS) | ess FITN 335.2 | Pilates II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 Fitne Instructor (CS) | ess FITN 335.2 | Pilates II | SLO 2 | and aerobic canacity at an 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 Fitne Instructor (CS) | ess FITN 335.3 | Pilates III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 3 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitne Instructor (CS) | ess FITN 335.3 | Pilates III | SLO 2 | and aerobic canacity at an advanced Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises and practical applications. | Achieved Goal | 3 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Group Fitne Instructor (CS) | ess 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. | | 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 Fitne Instructor (CS) | ess 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 | 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. | | 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. | | 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. | | 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. | | 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. | | 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 agree Completely; 5 - Agree 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 5 - Agree Completely 5 - Agree Success: At least 75% of the students choose 4 or 5 on the survey. | | 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. | | 29 | 28 |
| | | | | | | | | | | |

| Program - History (AA-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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 41 |
|--------------------------|----------|--|-------|---|-------------------------|--------|---|----|----|
| Program - History (AA-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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| Program - History (AA-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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 19 |
| Program - History (AA-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 Achieved Goal they feel they can meet the \$LOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 27 |
| Program - History (AA-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 Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 41 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 4 | Explain the history, structure and function of the Judicial System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 23 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 4 | Explain the history, structure and function of the Judicial System | 2017 - 2018 (Fall) | | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 4 | Explain the history, structure and function of the Judicial System | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 24 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 40 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students | 28 | 27 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2017 - 2018 (Fall) | Survey | choose 4 or 5 on the survey. Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 19 | 17 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 5 | Explain the history, structure and function of the Corrections System | 2017 - 2018 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 29 | 26 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 6 | Discuss the future of the Criminal Justice System | 2016 - 2017 (Fall) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely; 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 44 | 40 |
| Program - History (AA-T) | ADMJ 100 | Introduction to the Criminal Justice System | SLO 6 | Discuss the future of the Criminal Justice System | 2016 - 2017 (Spring) | Survey | Method: Students are surveyed on whether Achieved Goal they feel they can meet the SLOs using a five-point scale (1 - Disagree Completely); 5 - Agree Completely) Success: At least 75% of the students choose 4 or 5 on the survey. | 28 | 26 |
| | | | | | | | | | |

| 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. | | 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 - 0)isagree 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. | 1 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 contents, 7 felt some level of confusion, 1 felt confused about most of it. The material for this SLO would come from | 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) | | primarily text chapters 1,2,3,15,16 but also () 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 could not explain it, 16 related to confuse about most of it. The material for this SLO would come from primarily text chapter 3 and was the topic of | Achieved Goal | 36 | 59 |
| Program - History (AA-T) | ANTH 110 | Cultural Anthropology | SLO 4 | Employ the relativist perspective while discussing cultural variation. | e 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 - 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 | 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 | about E) Analyze and evaluate the ethnical 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 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. | | 86 | 62 |
| Program - History (AA-T) | CHIN 111 | Elementary Chinese I | SLO 1 | Conduct oral communications with | 2016 - 2017 (Fall) | Assignment/Project | The material covered by this SLO would All the students assessed were able to meet the SLO. | t Achieved Goal | 37 | 37 |
| Program - History (AA-T) | CHIN 111 | Elementary Chinese I | SLO 1 | accurate pronunciation and 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 | | 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 2 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 |

| 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 | | 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 (Cultura) | | 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 | 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 | life situations introduced in the 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 3 | | | Essay | 3 | Achieved Goal | 36 | 36 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings Analyze physiological, social, and cultural factors that affect perception | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandines Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts Apply learned skills and communication theories in various | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 72 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 5 | | 2016 - 2017 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 5 | | 2017 - 2018 (Spring) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 6 | founded on communication theory Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - History (AA-T) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - History (AA-T) | DGME 102 | Media Law and Ethics | SLO 1 | resolution methods Describe how the law and media inter- relate. | 2016 (Summer) | Essay | 80% of students correctly identified the inter-relateness | 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 | 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 | nroiert/assignment Analyze and interpret technical and non-technical information/data from | 2016 (Summer) | Assignment/Project | many different types of resources when | 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 | reliable sources using critical thinking Organize and use appropriate and credible information/data to support | 2016 (Summer) | Exam | processes are helpful for finding credible | Achieved Goal | 30 | 27 Continue to help students understand government documents |
| Program - History (AA-T) | DGME 102 | Media Law and Ethics | SLO 2 | the ourooses of a project or Defend and support a position on media regulation and/or ethical issue | 2016 (Summer) | Essay | sources 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 disagregrate 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 disagregrate 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. | i 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 disagregrate 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 disagregrate 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 disagregrate 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 | | 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 | they needed more guidance. I have 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 | | 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 | they needed more guidance. I have 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 | | 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. | | | students overall fell short on this SLO (48% Incond "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 | | | 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. | | | students overall fell short on this SLO (48% Inconditions) inconditions who did not turn in an essay to grade (32/49), the success rate jumps to 72% Ido not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have | : I | 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) | ŕ | students overall fell short on this SLO (48% inconditions) inconditions who did not turn in an essay to grade (32/49), the success rate jumps to 72% identified the work of the did not know why students would choose to not turn in an assignment, but perhaps they needed more guidance. I have | . I | 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 Did Not 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. | lot 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) | | 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. | eved 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. |

| 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 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the 1850 to recent times as well as the role played by state government in the role played by state government in the 1850 to recent times as well as the role played by state government and the role played by state governmen | | o not know why students would choose not turn in an assignment, but perhaps | | | |
|--|---|---|-----------------|----|------------------------|
| Program - History (AA-T) Program - History | :17 (Fall) Exam stu "St be dif | ey needed more guidance. I have udents overall did well on this SLO (72% ucceeded") - without demonstrating a fore/after through prior exams, it is ficult to see where exactly students fell ort of these concepts | Achieved Goal | 36 | 26 |
| Program - History (AA-T) PSYC 100 General Psychology SLO 2 Compare and contrast different explanations of human and animal behavior; Program - History (AA-T) PSYC 100 General Psychology SLO 3 Critically evaluate claims and evidence 2016 - 2017 (Fin psychological research; Program - History (AA-T) PSYC 100 General Psychology SLO 4 Describe biological research; Program - History (AA-T) PSYC 100 General Psychology SLO 5 Demonstrate knowledge of the 2016 - 2017 (Fin psyc | "su for | udents overall fell short on this SLO (52% ucceeded") - however, when accounting r students who did not turn in an essay to ade (13/17), the success rate jumps to % | Inconclusive | 36 | 19 |
| Program - History (AA-T) PSYC 100 General Psychology SLO 2 Compare and contrast different explanations of human and animal behavior; Program - History (AA-T) PSYC 100 General Psychology SLO 3 Critically evaluate claims and evidence 2016 - 2017 (Fin psychological research; Program - History (AA-T) PSYC 100 General Psychology SLO 4 Describe biological research; Program - History (AA-T) PSYC 100 General Psychology SLO 5 Demonstrate knowledge of the 2016 - 2017 (Fin psyc | to | o not know why students would choose not turn in an assignment, but perhaps | | | |
| Program - History (AA-T) PSYC 100 General Psychology SLO 2 Compare and contrast different explanations of human and animal behavior: Critically evaluate claims and evidence 2016 - 2017 (F experimental Psychology) Program - History (AA-T) PSYC 100 General Psychology SLO 3 SLO 4 Secribe biological research; Program - History (AA-T) PSYC 100 General Psychology SLO 4 Secribe biological aspects of human 2016 - 2017 (F behavior; Program - History (AA-T) PSYC 100 General Psychology SLO 5 Seperimental Psychology SLO 1 Scientific method and experimental psychology Program - History (AA-T) PSYC 105 Sexperimental Psychology SLO 1 Identify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and distinguish theoretical 2016 - 2017 (F approaches to the study of lidentify and dist | | ey needed more guidance. I have e Program Review | Achieved Goal 4 | 50 | 350 See Program Review |
| Program - History (AA-T) PSYC 100 General Psychology SLO 3 Critically evaluate claims and evidence 2016 - 2017 (F program - History (AA-T) PSYC 100 General Psychology SLO 4 Describe biological research; Program - History (AA-T) PSYC 100 General Psychology SLO 5 Demonstrate knowledge of the 2016 - 2017 (F scientific method and experimental Psychology SLO 1 Identify and distinguish theoretical approaches to the study of Program - History (AA-T) PSYC 105 Experimental Psychology SLO 2 Identify and distinguish strengths and 2016 - 2017 (F weakness of scientific method as | 17 (Fall) Survey Se | e Program Review | Achieved Goal 4 | 50 | 356 |
| Program - History (AA-T) PSYC 100 General Psychology SLO 4 Describe biological aspects of human behavior; Program - History (AA-T) PSYC 100 General Psychology SLO 5 Demonstrate knowledge of the scientific method and experimental Program - History (AA-T) PSYC 105 Experimental Psychology SLO 1 Demonstrate knowledge of the scientific method and experimental approaches to the study of Identify and distinguish theoretical program - History (AA-T) PSYC 105 Experimental Psychology SLO 2 Demonstrate knowledge of the scientific method and experimental approaches to the study of Udentify and distinguish strengths and venture approaches to the study of Venture approaches to the study | 17 (Fall) Pro | ogram Review | Achieved Goal 4 | 50 | 300 |
| Program - History (AA-T) PSYC 100 General Psychology SLO 5 Demonstrate knowledge of the 2016 - 2017 (F scientific method and experimental learning of the scientific method and experimental learning of the scientific method as described in the program - History (AA-T) Program - History (AA-T) PSYC 105 Experimental Psychology SLO 1 Identify and distinguish theoretical approaches to the study of learning of the study of | 17 (Fall) Se | e Program Review | Achieved Goal 4 | 50 | 310 |
| Program - History (AA-T) PSYC 105 Experimental Psychology SLO 1 Identify and distinguish theoretical 2016 - 2017 (F approaches to the study of Program - History (AA-T) PSYC 105 Experimental Psychology SLO 2 Identify and distinguish strengths and 2016 - 2017 (F weakness of scientific method as | 17 (Fall) Survey Se | e Program Review | Achieved Goal 4 | 50 | 396 |
| Program - History (AA-T) PSYC 105 Experimental Psychology SLO 2 Identify and distinguish strengths and 2016 - 2017 (F weakness of scientific method as | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 32 |
| | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 28 |
| Program - History (AA-T) PSYC 105 Experimental Psychology SLO 3 Identify and distinguish primary 2016 - 2017 (F | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 27 |
| | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 31 |
| | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 25 |
| behavior and mental processes; Program - History (AA-T) PSYC 105 Experimental Psychology SLO 6 Use scientific terminology in reference 2016 - 2017 (F | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 35 |
| | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 37 |
| processing model of behavior and Program - History (AA-T) PSYC 105 Experimental Psychology SLO 8 Describe how theory and application 2016 - 2017 (F of theory in the experimental setting alter predictions made by information | 17 (Fall) Survey Se | e program review | Achieved Goal | 40 | 36 |
| nrocessing models: | 117 (Fall) Survey Se | e 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, | 17 (Fall) Survey Se | e Program Review | Achieved Goal | 40 | 32 |
| research, assessments, and applications to student personal control of the program - History (AA-T) PSYC 110 Courtship, Marriage and the Family SLO 3 Demonstrate an understating of the 2016 - 2017 (Figure 2016 - 2017) (| 17 (Fall) Se | e Program Review | Achieved Goal | 40 | 30 |
| 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 | | | | | |
| Program - History (AA-T) PSYC 110 Courtship, Marriage and the Family SLO 4 within the family, completing interactive self-assessments on marriage and family issues and using them to recognize and analyze | 17 (Fall) Survey Se | e Program Review | Achieved Goal | 40 | 26 |
| Program - History (AA-T) PSYC 110 Courtship, Marriage and the Family SLO 5 Identify and demonstrate an 2016 - 2017 (F understanding of the various kinship and family arrangements; completing a systematic naalysis, problem solving, and action planning process on student's own relationships and family | 17 (Fall) Survey Se | e Program Review | Achieved Goal | 40 | 30 |
| Program - History (AA-T) PSYC 110 Courtship, Marriage and the Family SLO 6 Develop, implement, and track results 2016 - 2017 (F on personal relationship, marriage, and family plans. | 17 (Fall) Survey Se | e 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 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) Plan and execute a team presentation 2016 - 2017 (Find the Family SLO 7) | 17 (Fall) Survey Se | e 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 | | Survey | See Program Review | Achieved Goal | 110 | 77 |
|--------------------------|----------|-------------------------------|-------|---|--------------------|--------|--------------------|---------------|-----|----|
| Program - History (AA-T) | PSYC 200 | Developmental Psychology | SLO 2 | annications that arise from them) Analyze elements of a scientific approach to understanding human | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 75 |
| Program - History (AA-T) | PSYC 200 | Developmental Psychology | SLO 3 | development in a biopsychosocial Identify biological, psychological, and sociocultural influences on lifespan | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 88 |
| Program - History (AA-T) | 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 |
| Program - History (AA-T) | PSYC 200 | Developmental Psychology | SLO 5 | apply to real world problems and 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 - History (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 - History (AA-T) | PSYC 200 | Developmental Psychology | SLO 7 | develonment Identify and describe classic and contemporary theories and research in | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 73 |
| Program - History (AA-T) | PSYC 200 | Developmental Psychology | SLO 8 | lifespan psychology. 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 | | 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 32 |
| Program - History (AA-T) | PSYC 201 | Child Development | SLO 2 | of using the scientific method in | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 28 |
| Program - History (AA-T) | PSYC 201 | Child Development | SLO 3 | examining issues of developmental Identify and distinguish primary models used in the study of human | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 31 |
| Program - History (AA-T) | PSYC 201 | Child Development | SLO 4 | developmental psychology. Apply human development theory and models of psychological science to | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 40 | 34 |
| Program - History (AA-T) | PSYC 220 | Introduction to Psychobiology | SLO 1 | analyze real world concerns Define and use basic biological, physiological, and psychological | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 45 |
| Program - History (AA-T) | PSYC 220 | Introduction to Psychobiology | SLO 2 | terminology of the neurosciences Differentiate among specialty areas within Biological Psychology and the related disciplines within the Neurosciences and the types of | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 35 |
| Program - History (AA-T) | PSYC 220 | Introduction to Psychobiology | SLO 3 | research that characterize the Summarize the major issues in human evolution, genetics, and behavioral development that underlie the Phiology 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 | methodologies for the study of brain- | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 47 |
| Program - History (AA-T) | PSYC 220 | Introduction to Psychobiology | SLO 6 | 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 |
| 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, | | 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; identifying 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 35 | 21 |
|--------------------------|-----------|---------------------------|-------|---|--------------------|--------|--|------------------|----|--|
| | | | | process in science; applying the theories, research, assessments, and | | | | | | |
| 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, | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 35 | 23 |
| Drogram History (AAT) | PSYC 225 | Theories of Personality | SLO 5 | definitions, examples, and facts to | 2016 - 2017 (Fall) | C | Con Denomina Deview | Achieved Goal | 35 | 25 |
| Program - History (AA-T) | P31C 225 | meones of Personality | 310 3 | 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 | 33 | 25 |
| Program - History (AA-T) | PSYC 225 | Theories of Personality | SLO 6 | Complete a systematic analysis on the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 35 | 27 |
| Program - History (AA-T) | PSYC 225 | Theories of Personality | SLO 7 | personalities of others. Develop and implement a systematic | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 35 | 21 |
| D | PC//C 200 | Contail Boundaries | 510.4 | personality enhancement action plan. | 2046 2047 (5-11) | 6 | | Additional Conf. | 20 | 27 |
| 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 | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 30 | 20 |
| Program - History (AA-T) | PSYC 300 | Social Psychology | SLO 4 | differences and sociocultural Define the major scientific studies | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 30 | 21 |
| , | | | | which form the basis for current theories of social psychology; completing Self-Analysis assessment | | | | | | |
| 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; | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 30 | 26 |
| | | | | completing MSG-My Social Group | | | | | | |
| | | | | analysis worksheets and using them to | | | | | | |
| 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 | | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 30 | 28 |
| Program - History (AA-T) | PSYC 410 | Abnormal Psychology | SLO 1 | terminology used to define and | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - History (AA-T) | PSYC 410 | Abnormal Psychology | SLO 2 | describe abnormal behavior. 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 - History (AA-T) | PSYC 410 | Abnormal Psychology | SLO 3 | disorders utilizing the language of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 43 |
| Program - History (AA-T) | PSYC 410 | Abnormal Psychology | SLO 4 | assessment measures and their | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - History (AA-T) | PSYC 410 | Abnormal Psychology | SLO 5 | applications within the field of Compare and contrast core theories and treatment modalities as applied to | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 44 |
| Program - History (AA-T) | PSYC 410 | Abnormal Psychology | SLO 6 | major psychological disorders. Demonstrate the ability to apply the | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 55 | 48 |
| Program - History (AA-T) | SOCI 100 | Introduction to Sociology | SLO 1 | course concepts to case studies. Understand and apply the sociological | 2016 (Summer) | Exam | For this learning outcome, over 70% of the | Achieved Goal | 17 | 14 |
| | | - | | imagination to a variety of contemporary social phenomena. | | | students demonstrated competence. | | | |
| Program - History (AA-T) | SOCI 100 | Introduction to Sociology | SLO 1 | Understand and apply the sociological imagination to a variety of contemporary social phenomena. | | 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 | | 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 | 2016 (Summer) | Exam | Over 70% of the students demonstrated | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - History (AA-T) | SOCI 100 | Introduction to Sociology | SLO 4 | research methods. Identify, compare and apply the | 2016 (Summer) | Exam | this learning objective successfully. Over 70% of the students demonstrated | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| | | | | primary sociological perspectives. | | • | this learning objective successfully. | | | , —, , —, , —, , —, , —, , —, , —, , — |

| 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 | | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - History (AA-T) | SOCI 100 | Introduction to Sociology | SLO 7 | | 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 | | 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 - History (AA-T) | SPAN 110 | Elementary Spanish | SLO 1 | Communicate in Spanish in everyday situations. | 2016 - 2017 (Spring) | 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 | 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 | 33of 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 or al and writters Dyanish at approximately an Intermediate Low level, as defined by the ACTFL (American Councill 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 - 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 ACTEL (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 | 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 | 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 | 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. | | 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 - 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. | (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 | 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 | 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 | 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 | 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 | (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 | individuals treams and groups Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within | 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 | Achieved Goal | 29 | 25 Review current SLOs for updating. |
| Program - Human Resources Management (CS) | MGMT 220 | Organizational Behavior | SLO 4 | tham work 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 | constructive dehate on key management 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 | how to make team selections, team assignments and implement team | 2016 - 2017 (Spring) | Forum | 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 | analytical thinking with reference to organizational culture, and its | 2016 - 2017 (Spring) | Forum | 86% were able to articulate required tonics 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 | influence on both group and individual 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 materiail |
| 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. | | 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 | | 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 cothers, 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 could not explain it, 16 felt competent but corfusion 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 | 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. | 2 2017 - 2018 (Fall) | Survey | of 5=11 4=21 3=33 2=12 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 |

| Studies, Option 1: Intercultural | NTH 110 | Cultural Anthropology | SLO 5 | Demonstrate an understanding of anthropological concepts including | 2017 - 2018 (Fall) | Survey | D) Demonstrate an understanding of anthropological concepts including | Achieved Goal | 86 | 75 |
|--|---------|-----------------------------------|-------|---|-------------------------|--------------------|--|---------------|----|----|
| Studies (AA) | | | | ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems. | | | 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 | | | |
| Program - Interdisciplinary Al | NTH 110 | Cultural Anthropology | SLO 6 | Analyze and evaluate the ethical issues | 2017 - 2018 (Fall) | Survey | 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 5) Analyze and evaluate the ethnical issues | Achieved Goal | 86 | 74 |
| Studies, Option 1: Intercultural Studies (AA) | | | | anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. | | | 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 | | | |
| Program - Interdisciplinary Al Studies, Option 1: Intercultural Studies (AA) | NTH 110 | Cultural Anthropology | SLO 7 | Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. | | Survey | confusion in at least one area, 2 felt more F) Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups. 5=16 | Achieved Goal | 86 | 62 |
| | | | | | | | 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. | | | |
| Program - Interdisciplinary CO Studies, Option 1: Intercultural Studies (AA) | OMM 150 | Intercultural Communication | SLO 1 | Explain the influence of culture(s) on communication using various models of communication | 2016 - 2017 (Spring) | Essay | The material covered by this SLO would 3.4 | Achieved Goal | 10 | 10 |
| Program - Interdisciplinary CC Studies, Option 1: Intercultural Studies (AA) | OMM 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 Co Studies, Option 1: Intercultural Studies (AA) | OMM 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 CC Studies, Option 1: Intercultural Studies (AA) | OMM 150 | Intercultural Communication | SLO 3 | factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, | | Exam | 4 | Achieved Goal | 10 | 10 |
| Program - Interdisciplinary CO Studies, Option 1: Intercultural Studies (AA) | OMM 150 | Intercultural Communication | SLO 4 | Discuss how critical thinking failures lead to communication problems such as misunderstandings, inferior cultural identity, and discriminatory | | Assignment/Project | 3.7 | Achieved Goal | 10 | 10 |
| Program - Interdisciplinary Co Studies, Option 1: Intercultural Studies (AA) | OMM 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 Hi Studies, Option 1: Intercultural Studies (AA) | IST 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 disagregrate student of achievements on each SLO the assessment is superficial | Achieved Goal | 29 | 21 |

| Program - Interdisciplinary Studies, QA) Program - Interdisciplinary Studies, QD to 1: Intercultural Studies (AA) Program - Interdisciplinary Studies, QD to 1: Intercultural Studies (AA) Program - Interdisciplinary Studies, QD to 1: Intercultural Studies (AA) Program - Interdisciplinary Studies, QD to 1: Intercultural Studies (AA) Program - Interdisciplinary Studies, QD to 1: Intercultural Studies, QD to 1 | |
|--|--|
| Studies (AA) Program - Interdisciplinary | |
| Studies, Option 1: Intercultural Studies (AA) Studies (AA) Program - Interdisciplinary HIST 100 History of Western Civilization I SLO 5 Explain the historical significance in 2016 - 2017 (Fall) Essay art, architecture, and literature. Studies (AA) Studies (AA) Studies (AA) Studies (AB) S | |
| Studies, Option 1: Intercultural art, architecture, and literature. "succeeded") - I have consolidated all SLOs Studies (AA) into one research essay, without using the rubric to disagregrate student of achievements on each SLO the assessment is superficial | |
| | |
| Program - Interdisciplinary LIT. 430 Greek Mythology and Classical SLO 1 Demonstrate familiarity with a variety 2016 - 2017 Assignment/Project see program review Achieved Goal 25 24 Studies, Option 1: Intercultural Literature of representative works from Greek (Spring) Studies (AA) mythology and Greek classical literature, identifying major literary, cultural and historical themose | |
| Program - Interdisciplinary LIT. 430 Greek Mythology and Classical SLO 2 Present a critical, independent analysis 2016 - 2017 Assignment/Project see program review Achieved Goal 25 24 Studies, Option 1: Intercultural Literature of themes in one or more works of (Spring) Studies (AA) Greek Mythology or Greek Classical literature in the form of a project, | |
| Program - Interdisciplinary PLSC 110 Contemporary Foreign Governments SLO 1 Discuss various regime types and their 2016 - 2017 (Fall) Exam 14 out of 20 students (70%) answered the Achieved Goal 20 14 Central features. Studies (AA) | |
| Program - Interdisciplinary PLSC 110 Contemporary Foreign Governments SLO 2 Effectively communicate the impact of 2016 - 2017 (Fall) Exam 14 out of 20 students (70%) answered the Achieved Goal 20 14 Studies, Option 1: Intercultural state and non-state actors on the questions associated with SLO #2 correctly. Studies (AA) development and implementation of policy in different regime types and political systems, utilizing the commonship matched. | |
| Program - Interdisciplinary PLSC 110 Contemporary Foreign Governments SLO 3 Critically analyze political theories and 2016 - 2017 (Fall) Exam 14 out of 20 students (70%) answered the Achieved Goal 20 14 ideologies regarding the stability of questions associated with SLO #3 correctly. Studies (AA) questions associated with SLO #3 correctly. | |
| Program - Interdisciplinary PLSC 110 Contemporary Foreign Governments SLO 4 Discuss the impact of regional, 2016 - 2017 (Fall) 14 out of 20 students (70%) earned a Achieved Goal 20 14 Studies, Option 1: Intercultural Studies (AA) 14 out of 20 students (70%) earned a Achieved Goal 20 14 passing grade on the term paper associated with SLO #4. | |
| Program - Interdisciplinary PLSC 110 Contemporary Foreign Governments SLO 5 Evaluate ethical issues and conflicts 2016 - 2017 (Fall) 14 out of 20 students (70%) answered the Achieved Goal 20 14 Studies, Option 1: Intercultural inherent to political issues. Questions associated with SLO #5 correctly. | |
| Program - Interdisciplinary BIOL 102 Environmental Science and SLO 1 Explain the fundamental importance 2016 - 2017 Survey This objective is successful. Achieved Goal 28 25 Studies, Option 2: Conservation of land and other natural resource (Spring) conservation. | |
| Program - Interdisciplinary BIOL 102 Environmental Science and SLO 1 Explain the fundamental importance 2017 - 2018 (Fall) Other Of the 34 students that completed the Achieved Goal 34 32 Studies, Option 2: Conservation of land and other natural resource conservation. Contemporary Issues (AA) Conservation SLO 1 Explain the fundamental importance 2017 - 2018 (Fall) Other Of the 34 students that completed the Achieved Goal 34 32 course, 32 had a passing final grade of 70% or higher (C). | |
| Studies, Option 2: Conservation pertain to conservation of land and (Spring) students examine graphic data. In 2014 I | of a prompt sheet and calling he graphics tools and data in the al seems to be successful. |
| Program - Interdisciplinary BIOL 102 Environmental Science and SLO 2 Discuss scientific principles as they 2017 - 2018 (Fall) Other Of the 3 students that completed the Achieved Goal 34 32 Studies, Option 2: Conservation pertain to conservation of land and other natural resources. or higher (C). | |
| Program - Interdisciplinary BIOL 102 Environmental Science and SLO 3 Explore how to acquire an ethic for 2016 - 2017 Survey Students continue to report on the survey Achieved Goal 25 23 Studies, Option 2: Conservation responsible use of land and other (Spring) that they have interest and express new Contemporary Issues (AA) Contemporary Issues (AA) Contemporary Issues (AA) Explore how to acquire an ethic for 2016 - 2017 Survey Students continue to report on the survey Achieved Goal 25 23 that they have interest and express new learning on ethics are responsible use of natural resources. No change on end of course surveys this wear | |

| 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 | 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 | liahilitu/fax icsues 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/Perfor mance | 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/Perfor mance | 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/Perfor mance | 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. Corrdinate 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/Perfor mance | 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. | | Presentation/Perfor mance | 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. | | 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 interrelate. | 2016 (Summer) | Essay | 80% of students correctly identified the inter-relateness | 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) | | 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) | | 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) | | 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) | | 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) | | 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) | , | 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) | | 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 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 - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | ENGL 165 | Composition, Argument, and Critical Thinking | I 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 | sl 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 | al 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 |
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s SLO 1 | | 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 | s SLO 1 | | 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. | | 85 | 67 |
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s 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 | s SLO 1 | Distinguish among different scales of measurement and their implications. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 39 |
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | ss 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 | s 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. | | 85 | 51 |
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s 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 | s SLO 10 | Determine and interpret levels of statistical significance including p-values. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s 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 | s 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. | | 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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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 | 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. | | Exam | werhal with summary information or 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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. | | 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 - 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. | 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 16 | Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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. | 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 | see attached to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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. | | 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 | see docs uploaded to slo 1 | Achieved Goal | 73 | 59 |

| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
|---|----------|---------------------------------------|---------|--|-------------------------|--------|---|---------------|-----|------------------------|
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s 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 | s 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 - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s SLO 9 | Construct and interpret confidence intervals. | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 61 |
| Program - Interdisciplinary Studies, Option 2: Contemporary Issues (AA) | MATH 200 | Elementary Probability and Statistics | s SLO 9 | Construct and interpret confidence intervals. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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, | 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 | | 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 | 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 | worksheets and usine them to analyze 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. | s 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 hebavior 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 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 | | 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 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) | | C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 2=16 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. | e 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 issue: anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own. | | Survey | about E) Analyze and evaluate the ethnical 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. | | 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. | | 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, | 2016 - 2017 (Fall) | Exam | The material covered by this SLO would Based on the average scores from 5 online exams (>70% of students that scored more than 70%) | | 22 | 18 |
| Program - Interdisciplinary Studies, Option 3: Science and Society (AA) | BIOL 100 | Introduction to the Life Sciences | SLO 1 | community and excepted Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, | 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 | community and ecosystem 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%) | | 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%) | | 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%) | | 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%) | | 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 | | 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 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 surveys this war. | 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. | | 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. | | 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. | | 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. | 1 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 Canwas, 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. | | 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 Canwas, 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. Ojamond 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 Canwas, 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. Ojamond 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. | | 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 Canwas, 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 Canwas, 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. | | 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 Canwas, 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 Canwas, 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 | | 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 | 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 | in ecrosystem services 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 | 2016 - 2017 (Spring) | Exam | Students who completed the class with C or better met SLO # 2 | r Achieved Goal | 17 | 14 |
| Program - Interdisciplinary Studies, Option 3: Science and Society (AA) | BIOL 145 | Plants, People, and Environment | SLO 3 | in accession equipme 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. | | 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. | | 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 | 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 | | 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 | 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 | sustainable use of natural resources 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 | | 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 | | Assignment/Project | week and walk: through the concents and 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 - 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) | 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 | 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) | OCEN 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 SOCI 100 Studies, Option 3: Science and Society (AA) | Introduction to Sociology | SLO 7 | Assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group | 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 CIS 114 (CS) | JavaScript/Ajax Programming | SLO 1 | hehavior in contemporary society 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 CIS 114 (CS) | JavaScript/Ajax Programming | SLO 1 | Develop interactive Web applications that integrate HTML5 with JavaScript using event handlers. | | 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 CIS 114 (CS) | 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 CIS 114 (CS) | 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 - Internet Programming CIS 114 (CS) | 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 CIS 114 (CS) | JavaScript/Ajax Programming | SLO 3 | Develop interactive Web applications that integrate client- and server-side programming using JavaScript and a server-side language. | | 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 - Internet Programming CIS 114 (CS) | 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 CIS 114 (CS) | 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 - Internet Programming CIS 114 (CS) | 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 CIS 114 (CS) | JavaScript/Ajax Programming | SLO 5 | Explain JavaScript design patterns and illustrate how they are used to create various applications. | | 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 - Internet Programming CIS 114 (CS) | JavaScript/Ajax Programming | SLO 6 | Create an advanced project using various libraries and frameworks, with attention to security and performance | | Assignment/Project | All students submitting the final project achieved the SLO. | Achieved Goal | 8 | 8 Continue with the current strategy |
| Program - Internet Programming CIS 114 (CS) | 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 - Internet Programming CIS 117 (CS) | 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 CIS 117 (CS) | 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 quanitify data. | Achieved Goal | 20 | 20 Active student engagement resulted in a fun and satisfying project completion. |
| Program - Internet Programming CIS 117 (CS) | 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 quanitify data. | Achieved Goal | 20 | 19 Active student engagement resulted in a fun and satisfying project completion. |
| Program - Internet Programming CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | Python Programming | SLO 2 | Employ control structures, functions, and arrays to create Python programs | | Assignment/Project | SLO satisfied. Students designed and implemented a password verification application. | Achieved Goal | 20 | Early Python learning laid down the foundation to expand into more advanced Python solutions. |
| Program - Internet Programming CIS 117 (CS) | Python Programming | SLO 2 | Employ control structures, functions, and arrays to create Python programs | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers 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 CIS 117 (CS) | Python Programming | SLO 2 | Employ control structures, functions, and arrays to create Python programs | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 | Python Programming | SLO 4 | Employ Python sequences and | 2016 (Summer) | Assignment/Project | Project 5 supports SLO 4. | Achieved Goal | 31 | 30 |
| (CS) Program - Internet Programming CIS 117 (CS) | Python Programming | SLO 4 | mappings to store and manipulate 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 - Internet Programming CIS 117 (CS) | 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 - Internet Programming CIS 117 (CS) | 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 - Internet Programming CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 117 (CS) | 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 CIS 128 (CS) | Mobile Web App Development | SLO 1 | Define and identify the types and use of various mobile devices, including smart phones and tablets/pads. | | 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 CIS 128 (CS) | Mobile Web App Development | SLO 1 | Define and identify the types and uses of various mobile devices, including smart phones and tablets/pads. | s 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 CIS 128 (CS) | Mobile Web App Development | SLO 2 | Design and create web applications fo display on a variety of mobile devices | | Assignment/Project | Most students were able to use RWD (Responsive Web Design) technique on an | Achieved Goal | 12 | 9 This project, for this SLO will continue as is |
| Program - Internet Programming CIS 128 (CS) | Mobile Web App Development | SLO 2 | and screens. Design and create web applications fo display on a variety of mobile devices and screens. | | Assignment/Project | existing website 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 CIS 128 (CS) | 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 CIS 128 (CS) | 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 CIS 128 (CS) | Mobile Web App Development | SLO 4 | Use media queries to optimize sites fo display on different-sized devices. | r 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 CIS 128 (CS) | Mobile Web App Development | SLO 4 | Use media queries to optimize sites fo display on different-sized devices. | r 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 CIS 128 (CS) | 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 CIS 128 (CS) | 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 CIS 128 (CS) | Mobile Web App Development | SLO 6 | Package a web application built with HTMLS, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile | 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 | | 12 | 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 CIS 128 (CS) | Mobile Web App Development | SLO 6 | framework such as PhoneGan 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 CIS 132 (CS) | 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 CIS 132 (CS) | 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 - Internet Programming CIS 132 (CS) | 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 quires 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 participated was 80% intermediate SQL assignment: 15 students participated was 80% intermediate SQL (Triggers) assignment: 15 students participated in the square specific participated was 80% intermediate SQL (Triggers) assignment: 15 students participated was 80% intermediate SQL (Triggers) assignment: 15 students participated in the square specific participated particip | Achieved Goal | 17 | 15 |
| Program - Internet Programming CIS 132 | Introduction to Databases | SLO 4 | Employ data storage and indexing | 2016 - 2017 (Fall) | | and their average grade 70%. Not addressed. | Did Not Achieve Goal | 0 | 0 |
| (CS) Program - Internet Programming CIS 132 | Introduction to Databases | SLO 5 | options and perform query Perform basic database administration | n 2016 - 2017 (Fall) | | One HW assignment, 15 out of 17 students | Achieved Goal | 17 | 15 |
| (CS) Program - Internet Programming CIS 132 | Introduction to Databases | SLO 6 | tasks. Employ XML technologies to query, | 2016 - 2017 (Fall) | | participated. Grade performance was 80% Briefly mentioned. CIS 379 covers this | Inconclusive | 0 | 0 |
| (CS) Program - Internet Programming CIS 132 | Introduction to Databases | SLO 7 | manipulate and transform data. Develop NoSQL desktop and cloud | 2016 - 2017 (Fall) | | subject in detail. Not addressed, CIS 133 covers this subject | Did Not Achieve Goal | 0 | 0 |
| (CS) Program - Internet Programming CIS 363 (CS) | Enterprise Database Management with MySQL | SLO 1 | database solutions. Design and construct MySQL databases of moderate complexity | 2016 (Summer) | Exam | detail. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Final Exam: average grade performance | Achieved Goal | 12 | 8 |

| Program - Internet Programmin (CS) | ig 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 | Achieved Goal | 12 | 8 |
|---------------------------------------|------------|---|-------|---|-------------------------|--------------------|--|---------------|----|-----------------------------------|
| Program - Internet Programmin (CS) | g CIS 363 | Enterprise Database Management with MySQL | SLO 3 | Explain the relational model and theory of normalization | 2016 (Summer) | Exam | was 80%. NOTE: Fall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance | Achieved Goal | 12 | 8 |
| Program - Internet Programmin (CS) | g 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 Programmin (CS) | ig 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 Programmin (CS) | g 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% Fall Exam: 17 students participated and | 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 1/0 GHz 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 - 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 (IJML) 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 (Assignemnet 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 | 2016 - 2017 (Fall) | Exam | Students were asked to find the most appropriate sorting algorithm for a given problem . Out of 33 students 30 were | Achieved Goal | 33 | 30 |
| Program - Java Programming (CS) | CIS 256 | (CS2) Data Structures: Java | SLO 2 | characteristics of the application: Determine the appropriate abstract data type to utilize for storing a quantity of data, based on the | 2016 - 2017 (Spring) | Assignment/Project | successful 88.6% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 35 | 31 Continue with current strategy |
| Program - Java Programming (CS) | CIS 256 | (CS2) Data Structures: Java | SLO 3 | characteristics of the application: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware | 2016 - 2017 (Fall) | Assignment/Project | Students determined the trade-offs byetween dynamic and static implementation of an ADT All students | Achieved Goal | 30 | 30 |
| Program - Java Programming (CS) | CIS 256 | (CS2) Data Structures: Java | SLO 3 | speed/memory specifics: Evaluate the trade offs between static and dynamic implementations of an ADT, based on hardware speed/memory specifics: | 2016 - 2017 (Spring) | Assignment/Project | were able to accomplish this task 93.78% of students completed the assignment (Assignemnet 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 0 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 0 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 masters of the tonic | 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; | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 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 | | 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 - 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 | | Assignment/Project | 96.66% of students completed the assignment (Assignemnet 5) correctly. | Achieved Goal | 30 | 29 Continue with current strategy |

| | | | | | | | lists. The recursive preorder traversal of trees were implemented too. Out of 30 students 25 were accomplished the task. | | | |
|---------------------------------|------------|---------------------------------|-------|--|-------------------------|--------------------|--|-----------------|----|---|
| 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 | 96.66% of students completed the assignment (Assignemnet 6) correctly. | Achieved Goal | 30 | 29 Continue with current strategy |
| Program - Java Programming (CS) | CIS 256 | (CS2) Data Structures: Java | SLO 8 | problems involving the storage, retrieval and update of large | 2016 - 2017 (Fall) | Assignment/Project | learn a robust solution to storage, retrieval and updating of large data. Out of 30 | 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 | 2016 - 2017 (Spring) | Exam | turdents 27 were successful 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, | 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 | and aerohic canacity at the heginning Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly at the beginning | 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 | 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 | 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, | 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 | and aerobic canacity at an advanced Demonstrate knowledge of the various strokes modified for Water Polo; freestyle, breast stroke, back stroke | 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. |
| Program - Kinesiology (AA-T) | AQUA 109.4 | Water Polo IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerohic canacity at an expert level Demonstrate knowledge of the various strokes; freestyle, breast stroke, back stroke and butterfly as modified for | 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 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | 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. |
| Program - Kinesiology (AA-T) | AQUA 127.2 | Swim Stroke Development II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | 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. |
| Program - Kinesiology (AA-T) | AQUA 127.3 | Swim Stroke Development III | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerohic canacity at an advanced 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, | 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 | and aerobic canacity at an expert level Demonstrate fundamental biomechanical knowledge of the various strokes; freestyle, breast stroke back stroke and butterfly at an | 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, | 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 | and aerobic canacity at a heginning Demonstrate knowledge of various exercises and stroke mechanics used in swimming at a beginning level. | | 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 | | 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 | | 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, | 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 | exercises used in Aqua Conditioning at | 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 | an advanced level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | exercises used in Aqua Conditioning at | 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 | an expert level. Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, | 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 | community and ecosystem Understand, describe, and relate structure and function at all biological levels, molecular, cellular, tissue, organ, organismal, population, | | 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 | Achieved Goal | 22 | 18 |
| Program - Kinesiology (AA-T) | BIOL 100 | Introduction to the Life Sciences | SLO 2 | Explain life processes at different | | Exam | than 70%) Students who completed the class with a C | Achieved Goal | 99 | 95 |
| Program - Kinesiology (AA-T) | BIOL 100 | Introduction to the Life Sciences | SLO 3 | levels, from metabolism to evolution. Understand the application of the scientific method in investigations of biological phenomena, and in the | (Spring) 2016 - 2017 (Fall) | Exam | or better met this SLO. 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 | evaluation of current issues in hiology Understand the application of the scientific method in investigations 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 4 | biological phenomena, and in the evaluation of current issues in biology Use critical thinking and logical | 2016 - 2017 (Fall) | Exam | Based on the average scores from 5 online | Achieved Goal | 22 | 18 |
| Program - Kinesiology (AA-T) | BIOL 100 | Introduction to the Life Sciences | SLO 4 | reasoning skills in the study of living organisms. and in the completion of Use critical thinking and logical reasoning skills in the study of living | 2016 - 2017 (Spring) | Essay | exams (>70% of students that scored more than 70%) 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 | organisms, and in the completion of 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 | Achieved Goal | 22 | 18 |
| Program - Kinesiology (AA-T) | BIOL 100 | Introduction to the Life Sciences | SLO 5 | Understand and explain | 2016 - 2017 | Essay | than 70%) Students who completed the class with a C | 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, | (Spring) 2016 - 2017 (Fall) | Exam | or better met this SLO. Based on 3 Practicum exams | Did Not Achieve Goal | 34 | 21 |
| Program - Kinesiology (AA-T) | BIOL 250 | Human Anatomy | SLO 2 | cadavers. and visual media. Relate the structure to the function of | 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 | | 2016 - 2017 (Fall) | Presentation/Perfor | Based on presentations of clinical anatomy | Achieved Goal | 34 | 33 |
| Program - Kinesiology (AA-T) | BIOL 260 | Human Physiology | SLO 2 | functioning relate to clinical issues. Describe cellular activity using chemical and physical principles. | 2016 - 2017 (Spring) | mance Exam | topics The first exam tested students on their understanding of cellular structure and | Achieved Goal | 26 | 16 On Exam 1, 62 percent (16/26) of students got a 70% or higher. However the average score was 72%, |
| | | | | останов в рузког рукория. | (256) | | function | | | 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 that accuracy. |
| Program - Kinesiology (AA-T) | CHEM 210 | General Chemistry I | SLO 1 | Describe and give examples of various | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Kinesiology (AA-T) | CHEM 210 | General Chemistry I | SLO 2 | classifications of matter. Understand and use scientific | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Kinesiology (AA-T) | CHEM 210 | General Chemistry I | SLO 3 | measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Kinesiology (AA-T) | CHEM 210 | General Chemistry I | SLO 4 | structure and the associated Competently perform experiments | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Kinesiology (AA-T) | DANC 121.1 | Modern Dance I | SLO 1 | and evaluate data obtained from Demonstrate beginning level modern footwork, gestures and movement sequences | 2016 - 2017 (Fall) | Presentation/Perfor mance | | Achieved Goal | 25 | 22 continue |
| | | | | seasemes | | | | | | |

| Program - Kinesiology (AA-T) | DANC 121.1 | Modern Dance I | SLO 2 | Improve body composition, range of | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 25 | 25 |
|--|--|---|--|--|---|--|---|---|---------------------------------------|---|
| | | | | motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at a beginning | , , | | | | | |
| 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 4 | 4 continue |
| Program - Kinesiology (AA-T) | DANC 121.2 | Modern Dance II | SLO 2 | movement sequences Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic capacity at an an 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 2 | 2 continue |
| Program - Kinesiology (AA-T) | DANC 121.3 | Modern Dance III | SLO 2 | sequences Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic canacity at an advanced 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/Perfor mance | 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, | 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 | and aerobic canacity at an expert level 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 20 | 18 continue |
| Program - Kinesiology (AA-T) | DANC 130.1 | Jazz Dance I | SLO 2 | sequences 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, | 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 | and aerobic canacity at the beginning Demonstrate intermediate level Jazz footwork, gestures and movement sequences | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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, | 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 | and aerobic canacity at the Demonstrate advanced level Jazz footwork, gestures and movement sequences | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 130.3 | Jazz Dance III | SLO 2 | Critically evaluate and objectively | 2016 - 2017 | Discussion | | | 4 | 1 |
| | | | | discuss jazz dance at the advanced | (Spring) | | SLO met | Inconclusive | 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, | | Pre and Post Test | SLO met | Inconclusive Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) | DANC 130.3 | | SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level Jazz | (Spring) 2016 - 2017 (Spring) 2016 - 2017 | Presentation/Perfor | SLO met | | | 1 |
| | | Jazz Dance III | | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at the advanced Demonstrate expert level Jazz footwork, gestures and movement Critically evaluate and objectively | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 | Presentation/Perfor mance Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 1 |
| Program - Kinesiology (AA-T) | DANC 130.4 | Jazz Dance III Jazz Dance IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level Jazz footwork, gestures and movement | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 | Jazz Dance IV Jazz Dance IV | SLO 1 SLO 2 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level Jazz footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic ranacht at the expert Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance Presentation/Perfor mance | SLO met SLO met SLO met | Achieved Goal Achieved Goal | 1 1 | 1 |
| Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 DANC 130.4 | Jazz Dance IV Jazz Dance IV Jazz Dance IV | SLO 1 SLO 2 SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level lazg footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the expert Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement sonuence with accuracy. At the beginning level, critically evaluate and objectively discuss ballet | (Spring) 2016 - 2017 (Spring) | Presentation/Perfor mance Presentation/Perfor mance Pre and Post Test | SLO met SLO met SLO met | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 1 1 1 1 | 1 1 1 |
| Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 DANC 130.4 DANC 140.1 | Jazz Dance IV Jazz Dance IV Jazz Dance IV Ballet I Ballet I | SLO 1 SLO 2 SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level Jazz footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic ranachtva the expert Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement sanuences with accuracy at the beginning level, critically evaluate and objectively discuss ballet as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Presentation/Perfor mance Presentation/Perfor mance Pre and Post Test Presentation/Perfor mance Discussion | SLO met SLO met SLO met SLO met SLO met | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 1 1 1 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 DANC 130.4 DANC 140.1 | Jazz Dance IV Jazz Dance IV Jazz Dance IV Ballet I Ballet I | SLO 1 SLO 2 SLO 3 SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level. Jazz footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the expert Demonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement sequences with accurary At the beginning level, critically evaluate and objectively discuss ballet as an art form improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic ranacity at the beginning Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and | (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Presentation/Perfor mance Presentation/Perfor mance Pre and Post Test Presentation/Perfor mance Discussion | SLO met SLO met SLO met SLO met SLO met SLO met | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 1 1 1 15 |
| Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 DANC 130.4 DANC 140.1 DANC 140.1 DANC 140.1 | Jazz Dance IV Jazz Dance IV Jazz Dance IV Ballet I Ballet I Ballet II | SLO 1 SLO 2 SLO 3 SLO 1 SLO 2 SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced bemonstrate expert level Jazz footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic ranacity at the expert Pemonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement saniences with accuracy at the beginning level, critically evaluate and objectively discuss ballet as an art form improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the hearinning emonstrate the movement skills necessary to execute intermediate level callet evel, critically evaluate and objectively discuss ballet according to the composition of the properties of the | (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Fall) | Presentation/Performance Presentation/Performance Pre and Post Test Presentation/Performance Discussion Pre and Post Test Presentation/Performance | SLO met SLO met SLO met SLO met SLO met SLO met | Achieved Goal | 1 1 1 1 1 15 15 | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 DANC 130.4 DANC 140.1 DANC 140.1 DANC 140.1 | Jazz Dance IV Jazz Dance IV Jazz Dance IV Ballet I Ballet I Ballet II | SLO 1 SLO 2 SLO 3 SLO 1 SLO 2 SLO 3 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced becomes trace expert level lazz footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the expert level bemonstrate the movement skills necessary to execute beginning level ballet footwork, gestures and movement senuinnes with accurary At the beginning level, critically evaluate and objectively discuss ballet as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic ranacity at the henionina Demonstrate the movement skills necessary to execute intermediate level ballet footwork, gestures and movement senuences with accurary At the intermediate level, critically evaluate and objectively discuss ballet as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, levels and aerohic ricitically evaluate and objectively discuss ballet as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Presentation/Performance Presentation/Performance Pre and Post Test Presentation/Performance Discussion Pre and Post Test Presentation/Performance | SLO met | Achieved Goal | 1 1 1 1 15 15 15 3 | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| Program - Kinesiology (AA-T) | DANC 130.4 DANC 130.4 DANC 130.4 DANC 140.1 DANC 140.1 DANC 140.1 DANC 140.2 | Jazz Dance III Jazz Dance IV Jazz Dance IV Jazz Dance IV Ballet I Ballet I Ballet II Ballet II | SLO 1 SLO 2 SLO 3 SLO 1 SLO 2 SLO 3 SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the advanced Demonstrate expert level Jazz footwork, gestures and movement Critically evaluate and objectively discuss jazz dance at the expert level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at the avantal behavior of the property of the pro | (Spring) 2016 - 2017 (Fall) | Presentation/Performance Presentation/Performance Presentation/Performance Discussion Pre and Post Test Presentation/Performance Discussion Discussion | SLO met | Achieved Goal | 1 1 1 1 15 15 15 3 | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |

| Program - Kinesiology (AA-T) | DANC 140.3 | Ballet III | SLO 2 | At the advanced level, critically evaluate and objectively discuss ballet | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 1 | 1 |
|------------------------------|------------|----------------------|-------|--|-------------------------|------------------------------|--|---------------|-----|---|
| Program - Kinesiology (AA-T) | DANC 140.3 | Ballet III | SLO 3 | as an art form Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 140.4 | Ballet IV | SLO 1 | and aerobic canacity at the advanced Demonstrate the movement skills necessary to execute expert level ballet footwork, gestures and | 2016 - 2017 (Fall) | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 140.4 | Ballet IV | SLO 2 | At the expert level, critically evaluate | 2016 - 2017 (Fall) | Discussion | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 140.4 | Ballet IV | SLO 3 | and objectively discuss ballet as an art Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic capacity at the expert Execute the basics and several variations in Swing, Waltz, Latin and Smooth dance styles at a beginning | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 15 | 15 |
| Program - Kinesiology (AA-T) | DANC 151.1 | Social Dance I | SLO 2 | Dance musically at a beginning level, paving attention to tempo and | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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/Perfor mance | 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/Perfor mance | 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 | 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 | 2016 - 2017 | Presentation/Perfor mance | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 151.3 | Social Dance III | SLO 2 | | 2016 - 2017 (Carine) | Presentation/Perfor | SLO met | Achieved Goal | 1 | 1 |
| Program - Kinesiology (AA-T) | DANC 151.4 | Social Dance IV | SLO 1 | and ability levels at an advanced level. Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an | 2016 - 2017 | Presentation/Perfor mance | 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/Perfor mance | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | SLO met | Achieved Goal | 16 | 16 |
| Program - Kinesiology (AA-T) | DANC 167.2 | Swing Dance II | SLO 1 | nather and social dance conoctunities Demonstrate intermediate level Swing dance moves, including footwork, partnering skills, and accurate rhythm and coordination as evaluated by the instructor. | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 canacity at a beginning | | | 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 canacity 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. |
| Program - Kinesiology (AA-T) | 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. |
| 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 canacity | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 156 | 51 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 | | 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 | 56 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 | 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 | | 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 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 - Kinesiology (AA-T) | FITN 116.2 | Body Conditioning II | SLO 2 | Demonstrate knowledge of various | 2016 - 2017 | Other | All students demonstrated knowledge of | Achieved Goal | 19 | 19 |
| Program - Kinesiology (AA-T) | FITN 116.3 | Body Conditioning III | SLO 1 | exercises at an intermediate level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Pre and Post Test | various exercises 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 - Kinesiology (AA-T) | FITN 116.3 | Body Conditioning III | SLO 1 | and aerobic canacity at an advanced Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 116.3 | Body Conditioning III | SLO 2 | and aerobic canacity at an advanced 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 - Kinesiology (AA-T) | FITN 116.3 | Body Conditioning III | SLO 2 | Demonstrate knowledge of various | 2016 - 2017 | Other | All students demonstrated knowledge of | Achieved Goal | 5 | 5 |
| Program - Kinesiology (AA-T) | FITN 116.4 | Body Conditioning IV | SLO 1 | exercises at an advanced level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) 2016 - 2017 (Fall) | Pre and Post Test | various exercises 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 116.4 | Body Conditioning IV | SLO 1 | and aerobic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | 99% of all students improved on one or more of the fitness assessments | Achieved Goal | 3 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 116.4 | Body Conditioning IV | SLO 2 | and aerobic canacity at an expert level Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | 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 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 134 | Track and Trail Aerobics | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | Achieved Goal | 33 | 29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 134 | Track and Trail Aerobics | SLO 2 | and aerobic canacity Demonstrate knowledge of various exercises. | 2016 - 2017 (Fall) | Other | rate strength and endurance and aerobic 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 - Kinesiology (AA-T) | FITN 201.1 | Weight Training I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 201.1 | Weight Training I | SLO 1 | and aerobic canacity at a beginning Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 201.1 | Weight Training I | SLO 1 | and aerobic canacity at a heginning Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Presentation/Perfor mance | Students were successful in understanding and engaging in a prescriptive weight training program focusing on the core | Achieved Goal | 27 | 26 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.1 | Weight Training I | SLO 1 | and aerobic canacity at a beginning Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 201.1 | Weight Training I | SLO 2 | and aerobic canacity at a beginning 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. |
| Program - Kinesiology (AA-T) | 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. |
| Program - Kinesiology (AA-T) | FITN 201.1 | Weight Training I | SLO 2 | Demonstrate knowledge of various exercises at a beginning level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | All students were able to identify the major muscle groups that make up the core and understand which exercises develop those | Achieved Goal | 26 | 25 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | 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 |
| Program - Kinesiology (AA-T) | FITN 201.2 | Weight Training II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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. |
| Program - Kinesiology (AA-T) | FITN 201.2 | Weight Training II | SLO 1 | and aerobic canacity at an Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | | 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. |
| Program - Kinesiology (AA-T) | FITN 201.2 | Weight Training II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an | 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. |
| Program - Kinesiology (AA-T) | FITN 201.2 | Weight Training II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | canacity at an intermediate level 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 |
| Program - Kinesiology (AA-T) | FITN 201.2 | Weight Training II | SLO 2 | and aerobic canacity at an Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 30 | 30 |

| Program - Kinesiology (AA-T) | 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. |
|------------------------------|------------|---------------------|-------|---|-------------------------|------------------------------|--|--|----|--|
| Program - Kinesiology (AA-T) | FITN 201.2 | Weight Training II | SLO 2 | Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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. |
| Program - Kinesiology (AA-T) | 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. |
| Program - Kinesiology (AA-T) | FITN 201.3 | Weight Training III | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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. |
| Program - Kinesiology (AA-T) | FITN 201.3 | Weight Training III | SLO 1 | | 2016 - 2017 (Spring) | Pre and Post Test | 66% of 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 | 3 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | 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 canacity 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. |
| Program - Kinesiology (AA-T) | FITN 201.3 | Weight Training III | SLO 1 | | 2017 - 2018 (Fall) | Pre and Post Test | 95% of all students Improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time |
| Program - Kinesiology (AA-T) | FITN 201.3 | Weight Training III | SLO 2 | Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 8 | 8 |
| Program - Kinesiology (AA-T) | FITN 201.3 | Weight Training III | SLO 2 | exercises at an advanced level. Demonstrate knowledge of various | 2016 - 2017 | Other | various exercises. All students demonstrated knowledge of | Achieved Goal | 5 | 5 Based on the assessment results SLO's are |
| | | Weight Hamily in | | exercises at an advanced level. | (Spring) | ouic. | various exercises | Activities and the second seco | | appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.3 | Weight Training III | SLO 2 | Demonstrate knowledge of various exercises at an advanced level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | All students demonstrated knowledge of various exercises at an advanced level. | 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 201.3 | Weight Training III | SLO 2 | Demonstrate knowledge of various exercises at an advanced level. | 2017 - 2018 (Fall) | Other | All students demonstrated knowledge of various exercises at an advanced level. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 1 | and aerobic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level | (Spring) | Pre and Post Test | 99% 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 - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Spring) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 1 | and aerobic canacity at an expert level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | This student 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 201.4 | Weight Training IV | SLO 2 | and aerobic canacity at an expert level Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 2 | 2 |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 2 | exercises at an expert level. Demonstrate knowledge of various | 2016 - 2017 | Other | various exercises All students demonstrated knowledge of | Achieved Goal | 4 | 4 Based on the assessment results SLO's are |
| Program - Kinesiology (AA-1) | FITN 201.4 | weight framing iv | 310 2 | exercises at an expert level. | (Spring) | other | various exercises | Achieved Goal | 4 | appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 2 | Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | There were no students enrolled in this section | Inconclusive | 0 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 201.4 | Weight Training IV | SLO 2 | Demonstrate knowledge of various exercises at an expert level. | 2017 - 2018 (Fall) | Other | This student demonstrated knowledge of various exercises at an expert level. | 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 235.1 | Boot Camp I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 11 | 10 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 235.1 | Boot Camp I | SLO 2 | and aerobic canacity at a beginning Demonstrate knowledge of various exercises at a fundamental level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 11 | 11 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 235.2 | Boot Camp II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 235.2 | Boot Camp II | SLO 2 | and aerobic canacity at an 2. Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 7 | 7 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| | | | | | | | | | | |

| Program - Kinesiology (AA-T) | FITN 235.3 | Boot Camp III | SLO 1 | At an advanced level, improve body composition, range of motion, overall body weight, resting heart rate, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
|------------------------------|------------|---------------|-------|---|--------------------|-------------------|---|---------------|-----|--|
| Program - Kinesiology (AA-T) | FITN 235.3 | Boot Camp III | SLO 2 | strength and endurance, and aerobic At an advanced level, demonstrate knowledge of various exercises. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 235.4 | Boot Camp IV | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 3 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 235.4 | Boot Camp IV | SLO 2 | and aerohic canacity at an expert level Demonstrate knowledge of various exercises optimizing maximum heart rate and achieving muscular fatigue. | | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 3 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 301.1 | Spinning I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% 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 301.1 | Spinning I | SLO 2 | and aerobic canacity at a beginning Demonstrate knowledge of various exercises at a beginning level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises. | Achieved Goal | 19 | 19 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 301.2 | Spinning II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 301.2 | Spinning II | SLO 2 | and aerobic canacity at an Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 2 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 301.3 | Spinning III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Program - Kinesiology (AA-T) | FITN 301.3 | Spinning III | SLO 2 | and aerobic canacity at an advanced Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | There were no students enrolled in this | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Program - Kinesiology (AA-T) | FITN 301.4 | Spinning IV | SLO 1 | exercises at an advanced level. Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | section 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 301.4 | Spinning IV | SLO 2 | and aerobic capacity at an expert level Demonstrate knowledge of various exercises at an expert level. | | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 1 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 334.1 | Yoga I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 334.1 | Yoga I | SLO 2 | and aerobic canacity at a beginning 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 - Kinesiology (AA-T) | FITN 334.2 | Yoga II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 334.2 | Yoga II | SLO 2 | and aerobic canacity at an 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 - Kinesiology (AA-T) | FITN 334.3 | Yoga III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 334.3 | Yoga III | SLO 2 | and aerobic capacity at an advanced 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 - Kinesiology (AA-T) | FITN 334.4 | Yoga IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 4 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 334.4 | Yoga IV | SLO 2 | and aerobic canacity at an expert level 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 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Kinesiology (AA-T) | FITN 335.1 | Pilates I | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 335.1 | Pilates I | SLO 2 | and aerobic canacity at a beginning 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 - Kinesiology (AA-T) | FITN 335.2 | Pilates II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Kinesiology (AA-T) | FITN 335.2 | Pilates II | SLO 2 | and aerohic canacity at an 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. | | 5 | 5 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, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 | exercises and practical applications in the study of Pilates at an advanced | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises and practical applications. | Achieved Goal | 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 | level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level | | 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 2017 - 2018 (Fall) | Presentation/Perfor mance | | 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 | i SLO 1 | Distinguish among different scales of measurement and their implications. | | 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 - Kinesiology (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 - 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- elemProbability>&>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 | 2016 - 2017 (Fall) | Exam | On average 81% of students were successful with questions addressing this | Achieved Goal | 219 | 177 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | s SLO 10 | values. Determine and interpret levels of statistical significance including p-values. | 2016 - 2017 (Spring) | Exam | SLO. 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- elemProbability>&>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- elemProbability>&>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 | 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 | Il errors. Identify the basic concept of hypothesis testing including Type I and Il errors. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 workal with summary information or | 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. | | 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- elemProbability>&>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 interpret the associated statistics. | 2016 - 2017 (Fall) | | On average 70% of students were successful with questions related to this objective. | 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 interpret 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 | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | | 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, nourhology life science health | | | 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, associations life science health | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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. | | 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- elemProbability>&>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- elemProbability>&>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. | | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 6 | auvaintages. 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. | | 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- elemProbability>&>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 | s 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 | Achieved Goal | 85 | 40 |
|---|----------|---------------------------------------|---------|--|-------------------------|--------|--|----------------------|-----|---|
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | S SLO 7 | Calculate probabilities using normal and student's t-distributions. | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 48 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | S SLO 7 | Calculate probabilities using normal and student's t-distributions. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 26 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | | 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. | | 85 | 44 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | s 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 | s SLO 8 | Distinguish the difference between sample and population distributions and analyze the role played by the | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | S SLO 9 | Central Limit Theorem Construct and interpret confidence intervals. | 2016 - 2017 (Fall) | Exam | On average 66% of students were successful with questions related to this | Inconclusive | 219 | 145 |
| Program - Kinesiology (AA-T) | MATH 200 | Elementary Probability and Statistics | s SLO 9 | Construct and interpret confidence intervals. | 2016 - 2017 (Spring) | Exam | 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. | 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- elemProbability>&>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 | 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 | advantageous legal entity as related to see program review | 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/Perfor mance | 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/Perfor mance | 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/Perfor mance | 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. Corrdinate 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 | (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 stated by students | Achieved Goal | 19 | 19 Established intra-disctict 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. | s 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 studends 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 | | 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 homwork 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 wll. 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 | to organizational performance and the application of these concepts to | (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 | individuals teams and groups Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within | 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 | Achieved Goal | 29 | 25 Review current SLOs for updating. |
| Program - Management: Business Management (AA) | MGMT 220 | Organizational Behavior | SLO 4 | them work 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 | constructive debate on key management 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 | 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 | motivation 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 tonics 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. | | Exam | SLO was met | Achieved Goal | 32 | 32 Exam demonstrated that students were able to explain roles and competencies of a supervisor |

| 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 materiail |
| 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. | | 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 I 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' |
| | BUS. 100 | Contemporary American Business Contemporary American Business | | | 2016 - 2017 (Fall) 2016 - 2017 (Spring) | Exam | | Achieved Goal | | 173 Reword SLO to eliminate 'understand' 128 Maintain SLO in next update |
| Marketing Management (AA) Program - Management: | | Contemporary American Business | | environment. Understand the general business | 2016 - 2017 | | Environment scan on existing businesses such as Coca-Cola, McDonalds. | | | |
| Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: | BUS. 100 | Contemporary American Business Contemporary American Business | SLO 1 | environment. Understand the general business environment. Understand the general business environment. | 2016 - 2017 (Spring) | Exam | Environment scan on existing businesses such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. | Achieved Goal | 139 | 128 Maintain SLO in next update 28 Maintain this SLO. Use exercises/homework for |
| Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management (AA) | BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business | SLO 1 | environment. Understand the general business environment. Understand the general business environment. Understand the general business | 2016 - 2017 (Spring) 2017 (Summer) | Exam Exam | Environment scan on existing businesses such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. Exercises/homework used to reinforce lecture material. | Achieved Goal | 139 30 160 | 128 Maintain SLO in next update 28 Maintain this SLO. Use exercises/homework for reinforcement |
| Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management (AA) | BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business | SLO 1 SLO 1 SLO 1 | environment. Understand the general business | 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Exam Exam Survey | Environment scan on existing businesses such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. Exercises/homework used to reinforce lecture material. see program review | Achieved Goal Achieved Goal | 139 30 160 154 | 28 Maintain SLO in next update 28 Maintain this SLO. Use exercises/homework for reinforcement 142 Integrate into stock tracker project. |
| Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) | BUS. 100 BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business Contemporary American Business Contemporary American Business | SLO 1 SLO 1 SLO 1 SLO 1 | environment. Understand the general business environment. Evaluate tax/liability issues and select | 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Fall) | Exam Exam Survey Assignment/Project Exam | Environment scan on existing businesses such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. Exercises/homework used to reinforce lecture material. see program review Maintain this SLO | Achieved Goal Achieved Goal Achieved Goal | 139 30 160 154 | 128 Maintain SLO in next update 28 Maintain this SLO. Use exercises/homework for reinforcement 142 Integrate into stock tracker project. |
| Marketing Management (AA) Program - Management (AA) | BUS. 100 BUS. 100 BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business | SLO 1 SLO 1 SLO 1 SLO 2 SLO 2 | environment. Understand the general business environment. Evaluate tax/liability issues and select a legal form of incorporation. Evaluate tax/liability issues and select | 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) | Exam Exam Survey Assignment/Project Exam | Environment scan on existing businesses such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. Exercises/homework used to reinforce lecture material. see program review Maintain this SLO Forms of incorporation for hypothetical businesses uses in support of lecture | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 139 30 160 154 | 28 Maintain SLO in next update 28 Maintain this SLO. Use exercises/homework for reinforcement 142 Integrate into stock tracker project. 150 173 Incorporate into further group exercises. 126 Update state/federal tax code guidelines in cooperation with accounting department. Use their |
| Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management (AA) Program - Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management (AA) Program - Management: Marketing Management: Marketing Management: Marketing Management: | BUS. 100 BUS. 100 BUS. 100 BUS. 100 BUS. 100 BUS. 100 | Contemporary American Business Contemporary American Business | SLO 1 SLO 1 SLO 1 SLO 2 SLO 2 | environment. Understand the general business environment. Evaluate tax/liability issues and select a legal form of incorporation. Evaluate tax/liability issues and select a legal form of incorporation. | 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Exam Exam Survey Assignment/Project Exam | Environment scan on existing businesses such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. Exercises/homework used to reinforce lecture material. see program review Maintain this SLO Forms of incorporation for hypothetical businesses uses in support of lecture material. Hypothetical business-type exercise where students had to decide on most advantageous legal form. | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 139 30 160 154 179 139 | 128 Maintain SLO in next update 28 Maintain this SLO. Use exercises/homework for reinforcement 142 Integrate into stock tracker project. 150 173 Incorporate into further group exercises. 126 Update state/federal tax code guidelines in cooperation with accounting department. Use their faculty as guest lecturers. 28 Maintain this SLO. Coordinate this course with |

| 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/Perfor mance | 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/Perfor mance | 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/Perfor mance | 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. Corrdinate 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 studends 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 homwork 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 wll. 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. | | 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 | (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 | individuals teams and groups 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 | | 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 tonics | 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 | 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: Marketing Management (AA) | MGMT 235 | Fundamentals of Supervision | SLO 1 | influence on both group and individual Explain a supervisor's competencies and specific role as part of a management team. | | 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 | | 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 materiall |
| Program - Management: Marketing Management (AA) | MGMT 235 | Fundamentals of Supervision | SLO 4 | | 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. | | 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 | | 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 | ACTG 100 | Accounting Procedures | SLO 1 | Define terms commonly used in | 2016 - 2017 | Exam | Objective met | Achieved Goal | 104 | 79 Continue to support students to ensure continued |
| Management (AA) Program - Management: Retail | | Accounting Procedures | SLO 2 | accounting for a small business | (Spring) 2016 - 2017 | Exam | Objective not met | Did Not Achieve Goal | 104 | student success. 64 Spend additional time on this topic to ensure |
| Management (AA) Program - Management: Retail | | Accounting Procedures | SLO 3 | | (Spring) | Exam | Objective met | Achieved Goal | 104 | student understanding. 78 Continue to support students to ensure continued |
| Management (AA) Program - Management: Retail | | Accounting Procedures | SLO 4 | small business | (Spring) 2016 - 2017 | Exam | Objective met | Achieved Goal | 104 | student success. 89 Continue to support students to ensure continued |
| Management (AA) Program - Management: Retail | | Accounting Procedures | SLO 5 | small business | (Spring) 2016 - 2017 | Exam | Objective met | Achieved Goal | 104 | student success. 79 Continue to support students to ensure continued |
| Management (AA) | | - | | business | (Spring) | | | | | student success. |
| Program - Management: Retail Management (AA) | ACIG 100 | Accounting Procedures | SLO 6 | | 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 | 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 | concepts 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 materiail |
| 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. | | 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 | BUS. 100 | Contemporary American Business | SLO 1 | Understand the general business | 2016 - 2017 (Fall) | Exam | Maintain this SLO | Achieved Goal | 179 | 173 Reword SLO to eliminate 'understand' |
| Management (CA) Program - Marketing | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business | 2016 - 2017 | Exam | Environment scan on existing businesses | Achieved Goal | 139 | 128 Maintain SLO in next update |
| Management (CA) Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business environment. | (Spring) 2017 (Summer) | Exam | such as Coca-Cola, McDonalds. Increased success rate by integrating lecture material into an exercise. | Achieved Goal | 30 | 28 Maintain this SLO. Use exercises/homework for reinforcement |
| Program - Marketing | BUS. 100 | Contemporary American Business | SLO 1 | Understand the general business | 2017 - 2018 (Fall) | Exam | Exercises/homework used to reinforce | Achieved Goal | 160 | 142 Integrate into stock tracker project. |
| Management (CA) Program - Marketing | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business | 2017 - 2018 (Fall) | Survey | lecture material. see program review | Achieved Goal | 154 | 150 |
| Management (CA) Program - Marketing | BUS. 100 | Contemporary American Business | SLO 2 | environment. Evaluate tax/liability issues and select | 2016 - 2017 (Fall) | Assignment/Project | Maintain this SLO | Achieved Goal | 179 | 173 Incorporate into further group exercises. |
| Management (CA) Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | SLO 2 | a legal form of incorporation. 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 | Achieved Goal | 160 | 145 Further integrate with Business Law course/guest lectures by JD/CPA. |
| Program - Marketing | BUS. 100 | Contemporary American Business | SLO 2 | Evaluate tax/liability issues and select | 2017 - 2018 (Fall) | Survey | advantageous legal entity as related to see program review | Achieved Goal | 154 | 131 |
| Management (CA) Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | SLO 3 | a legal form of incorporation. 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 | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial | 2016 - 2017 | Assignment/Project | | Achieved Goal | 139 | 135 Project successful. Utilize daily market/news |
| Management (CA) Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial markets. | (Spring) 2017 (Summer) | Assignment/Project | all semester and across multiple Tracked an equity throughout semester. Daily evaluation of financial markets. | Achieved Goal | 30 | analysis. 28 Maintain SLO. Project popular/integrates multiple lines of knowledge relevant to the course. |
| Program - Marketing | BUS. 100 | Contemporary American Business | SLO 3 | Understand and evaluate financial | 2017 - 2018 (Fall) | Assignment/Project | Students track a public company | Achieved Goal | 160 | 155 Further coordinate with new Financial Management |
| Management (CA) Program - Marketing | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial | 2017 - 2018 (Fall) | Survey | throughout semester, analyze org. see program review | Achieved Goal | 154 | class. 135 |
| Management (CA) Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | SLO 4 | markets. 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 | BUS. 100 | Contemporary American Business | SLO 4 | Conduct a market analysis and design | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 137 |
| Management (CA) Program - Marketing | BUS. 100 | Contemporary American Business | SLO 5 | a marketing mix. Develop communication skills, | 2016 - 2017 (Fall) | Assignment/Project | Increased use of oral/PowerPoint | Achieved Goal | 179 | 173 Add "and practice" to SLO wording? |
| Management (CA) Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | SLO 5 | including verbal, written, and Develop communication skills, including verbal, written, and presentation. | 2016 - 2017 (Spring) | Presentation/Perfor mance | presentation by students 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/Perfor mance | 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/Perfor mance | 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 | BUS. 100 | Contemporary American Business | SLO 5 | Develop communication skills, | 2017 - 2018 (Fall) | Suprov | coo program rovious | Achieved Goal | 154 | 148 |
| Management (CA) | | | | including verbal, written, and | | | see program review | | | |
| Program - Marketing Management (CA) | BUS. 100 | Contemporary American Business | 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. Corrdinate 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 - Marketi Management (CA) | Introduction to Computer and Information Science | SLO 1 | Articulate a general understanding of computers and digital basics | 2016 - 2017 (Spring) | Exam | The studends 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 - Marketi Management (CA) | 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 - Marketii Management (CA) | Introduction to Computer and Information Science | SLO 2 | Differentiate between basic concepts of computer hardware and software | | 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 - Marketii Management (CA) | 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 - Marketi Management (CA) | 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 - Marketii Management (CA) | 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 - Marketi Management (CA) | 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 homwork 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 - Marketii Management (CA) | 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 - Marketii Management (CA) | 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 - Marketii Management (CA) | 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 - Marketii Management (CA) | 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 - Marketii Management (CA) | 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 - Marketi Management (CA) | 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 wll. 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 - Marketi Management (CA) | 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. | | 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 - Marketi Management (CA) | Organizational Behavior | SLO 2 | Effectively use different management principles and concepts relating them to organizational performance and the application of these concepts to | (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 - Marketi Management (CA) | Organizational Behavior | SLO 3 | individuals teams and grouns Contribute to personal and interpersonal effectiveness in organizations by demonstrating how organizations and the people within | 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 - Marketi Management (CA) | Organizational Behavior | SLO 4 | them work 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 | constructive debate on key management 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 | 2016 - 2017 (Spring) | Forum | 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 | motivation Demonstrate critical, logical, and analytical thinking with reference to organizational culture, and its | 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 | influence on both group and individual Explain a supervisor's competencies and specific role as part of a management team. | | 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 materiall |
| 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 | | 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- | 2016 - 2017 (Fall) | Assignment/Project | using the concepts of OOP. Out of 13 | Achieved Goal | 13 | 12 |
| Program - Mathematics (AS-T) | CIS 278 | (CS1) Programming Methods: C++ | SLO 1 | oriented programming concepts. Demonstrate knowledge and understanding of the principal object- | 2016 - 2017 (Spring) | Assignment/Project | students 12 were successful. 88.46% of students completed the assignment (Assignemnet 1) correctly. | Achieved Goal | 26 | 23 Continue with current strategy |
| Program - Mathematics (AS-T) | CIS 278 | (CS1) Programming Methods: C++ | SLO 2 | oriented programming concepts. Implement a medium-size computer program that is stylistically and functionally correct, based on an | 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 | object-oriented design model Implement a medium-size computer program that is stylistically and functionally correct, based on an | 2016 - 2017 (Spring) | Assignment/Project | 88% of students completed the assignment (Assignemnet 2) correctly. | Achieved Goal | 25 | 22 Continue with current strategy |
| Program - Mathematics (AS-T) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | nhiert-oriented decion model Reuse existing components through inheritance and polymorphism. | 2016 - 2017 (Fall) | Assignment/Project | Students were given a medum size program to design in accordance with OOP | 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 | euidelines. All 12 students were successful. 92% of students completed the assignment (Assignemnet 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 | | 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 | were successful 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 | | 2016 - 2017 (Spring) | Assignment/Project | 92% of students completed the assignment (Assignemnet 4) correctly. | Achieved Goal | 25 | 23 Continue with current strategy |
|------------------------------|----------|--------------------------------|-------|---|-------------------------|------------------------------|--|----------------------|----|---|
| Program - Mathematics (AS-T) | CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | | 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 bandling. | Achieved Goal | 12 | 10 |
| Program - Mathematics (AS-T) | CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | | 2016 - 2017 (Spring) | Assignment/Project | 92% of students completed the assignment (Assignemnet 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 peeded 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 (Assignemnet 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 | Achieved Goal | 12 | 8 |
| Program - Mathematics (AS-T) | CIS 278 | (CS1) Programming Methods: C++ | SLO 8 | | 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 | paradigms used today 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 cualities, 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%. | | 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 nualities 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/Perfor mance | 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, N, 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 | | 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. | | 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/Perfor mance | 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 | 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 | (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 | (Spring) | Presentation/Perfor mance | 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 | 2016 - 2017 (Fall) | Exam | 90% of students showed strong comprehension for this subject. Only 2 | Achieved Goal | 21 | 19 |
| Program - Music (AA) | MUS. 131 | Harmony I | SLO 1 | accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms | 2017 - 2018 (Fall) | Assignment/Project | students received 70% or lower on this program review | Achieved Goal | 23 | 18 |
| Program - Music (AA) | MUS. 131 | Harmony I | SLO 2 | Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to | 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 | an octave) and A all qualities of triade FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octave) and A all qualities of triade | | Assignment/Project | program review | Achieved Goal | 23 | 19 |
| Program - Music (AA) | MUS. 131 | Harmony I | SLO 3 | MELODY: compose and transpose | 2016 - 2017 (Fall) | Exam | This question related to composing | Achieved Goal | 21 | 17 |
| Program - Music (AA) | MUS. 131 | Harmony I | SLO 3 | melodies, and analyze phrase MELODY: compose and transpose melodies, and analyze phrase | 2017 - 2018 (Fall) | Assignment/Project | sequences and transposition. 77% received 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 calence; and identify and | | 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 Pon Symbols | 2017 - 2018 (Fall) | Assignment/Project | | Achieved Goal | 23 | 18 |
| Program - Music (AA) | MUS. 132 | Harmony II | SLO 1 | Analysis: Conduct harmonic and | 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 | | 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 | Style meroties Part Writing 1: Construct, approach, and resolve all diatonic chords and 7th chords properly in all inversions in 4 voices including secondary chords & sequences | | Exam | | 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 chards and sequences | | 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 | 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 | Tollowing incrude 4-nart voice learning Chromatic Chords: Writing 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 | | 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 | 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 | modulatory techniques: Analysis 1: Analyze music containing secondary/applied chords & 7ths; borrowed chords; Neapolitan and augmented 6th chords; and advanced | 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 | 2016 - 2017 (Fall) | Exam | Final Exam had a question relating to period structure (form). No binary/ternary, | Achieved Goal | 12 | 10 |
| Program - Music (AA) | MUS. 133 | Harmony III | SLO 4 | forms. 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 | as it was not covered. 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 | | 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% acheived 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 | | 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 | 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 | original short compositions using 20th | 2016 - 2017 (Spring) | Presentation/Perfor mance | Every student succeeded well, demonstrating solid ability to apply | Achieved Goal | 9 | 9 |
| Program - Music (AA) | MUS. 134 | Harmony IV | SLO 4 | century concepts learned 12-tone Music: Manipulate a 12-tone row in all its forms and construct the | | Exam | analyzing a simple 12-tone excerpt (average | Achieved Goal | 9 | 9 |
| Program - Music (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 1 | 12x12 tone row matrix recognize musical style characteristics such as classical, folk, popular, jazz, | 2017 - 2018 (Fall) | Assignment/Project | 81% overall) prog rev | Achieved Goal | 33 | 23 |
| Program - Music (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 2 | major composers, and representative works from six style periods of Western music history as well as | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 33 | 29 |
| Program - Music (AA) | MUS. 202 | Music Listening and Enjoyment | SLO 3 | selected examples of non-Western 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 | 2017 - 2018 (Fall) | Assignment/Project | prog rev | Achieved Goal | 33 | 31 |
| Program - Music (AA) | MUS. 290 | Electronic Music I | SLO 1 | performance. 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 | context. 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 2016 - 2017 (Fall) electronic music techniques. | 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 2017 - 2018 (Fall) electronic music techniques. | 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 2016 - 2017 (Fall) baroque period demonstrating the ability to interpret the music | Presentation/Perfor mance | There were two main student performances (recitals) during the semester. All students demonstrated very | Achieved Goal | 15 | 15 |
| Program - Music (AA) | MUS. 314 | Piano Literature & Performance - The Baroque Era | SLO 2 | stylistically annronriately Definition 2016 - 2017 (Fall) of the style of the baroque period as it relates to keyboard technique, main | Pre and Post Test | appropriate stylistic interpretations of their 80% of students exhibited clear understanding of some of the basic keyboard methods used to achieve a | Achieved Goal | 15 | 12 |
| Program - Music (AA) | MUS. 314 | Piano Literature & Performance - The Baroque Era | SLO 3 | kewhoard components, and the Demonstrate knowledge of various possible practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire. | Pre and Post Test | stylistic nerformance of a kewhoard work. 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: Th Classical Era | e SLO 1 | Prepare and perform works from the 2016 - 2017 classical period demonstrating the ability to interpret the music in the | Presentation/Perfor mance | only one student received below an 80% on their performance. All others were well in the 80-90 percentile, demonstrating | Achieved Goal | 15 | 14 |
| Program - Music (AA) | MUS. 315 | Piano Literature & Performance: Th Classical Era | e SLO 2 | annronriate style Demonstrate a general understanding 2016 - 2017 of the style of the classical period as it (Spring) relates to keyboard technique, main | Pre and Post Test | annronriate interpretive style in their 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: Th Classical Era | e SLO 3 | kewhoard comoncers, and literature Demonstrate knowledge of various practice techniques available to the pianist to address the technical and stylistic challenges of the period's repertoire. | 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 2016 - 2017 (Fall) 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 analties; inversions, and | 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 of his 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%. | | 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 outlies; inversions, and | 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 2016 - 2017 (Fall) musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos; sight singing melodies featuring leaps within | Presentation/Perfor mance | 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 2017 - 2018 (Fall) musical score by; performing rhythms with divided beats in a variety of meter signatures and tempos; sight singing melodies featuring leaps within | 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 (Spring) 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 | 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 2016 - 2017 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 | 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 2016 - 2017 (Fall 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 duplets. | 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 2016 - 2017 (Fall 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, | Presentation/Perfor mance | 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 | 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 2016 - 2017 musical score by: a) sight reading and (Spring) 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 | Presentation/Perfor mance | 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 2016 - 2017 (Fall meters and compose rhythms accurately in both simple and | | comprehension for this subject. Only 2 students received 70% or lower on this | Achieved Goal | | 19 |
| Program - Music (AA-T) | MUS. 131 | Harmony I | SLO 1 | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simole and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and | Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review | Achieved Goal | 23 | 18 |
| | | | | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to | Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review | | 23 | |
| 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 RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an orbital stand it all ovalities of triade FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to signatures); 3. simple intervals (up to signatures); 3. simple intervals (up to | Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. | Achieved Goal | 23 21 | 18 |
| Program - Music (AA-T) 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 RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octavals and A all ousilities of triade FUNDAMENTAL SKILLS/TONALITY: CONSTRUCT and identify the following: 1. major and minor scales; 2. key | Assignment/Project Exam Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. program review | Achieved Goal | 232123 | 18 20 |
| Program - Music (AA-T) Program - Music (AA-T) Program - Music (AA-T) | MUS. 131 MUS. 131 MUS. 131 | Harmony I Harmony I | SLO 1 SLO 2 SLO 2 | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an ordawa) and 4 all mulatilists of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 4 all mulatilists of triade FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an ordawa) and 4 all mulatilists of triade MELODY: compose and transpose melodies, and analyze phrase | Assignment/Project Exam Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. program review This question related to composing sequences and transposition. 77% received program review | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 23212321 | 18 20 19 |
| Program - Music (AA-T) Program - Music (AA-T) Program - Music (AA-T) Program - Music (AA-T) | MUS. 131 MUS. 131 MUS. 131 | Harmony I Harmony I Harmony I | SLO 1 SLO 2 SLO 2 | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octavals and A all musifixe of triade FUNDAMENTAL SKILLS/TONALITY: CONSTRUCT and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octavals and A all musifixe of triade MELODY: compose and transpose melodies, and analyze phrase MELODY: compose and transpose | Assignment/Project Exam Assignment/Project Exam Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. program review This question related to composing sequences and transposition. 77% received program review 81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and plano style - and students were to label the chords with RNs, | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 23 21 23 21 21 23 | 18 20 19 |
| Program - Music (AA-T) | MUS. 131 MUS. 131 MUS. 131 MUS. 131 MUS. 131 | Harmony I Harmony I Harmony I Harmony I | SLO 1 SLO 2 SLO 2 SLO 3 SLO 3 | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an ordawa) and 4 all musibles of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 6 all musibles of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 6 all musibles of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 6 all musibles of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 6 all musibles of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 6 all musibles of triade MELODY: compose and transpose melodies, and analyze phrase MELODY: compose and transpose melodies, and analyze phrase HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals | Assignment/Project Exam Assignment/Project Exam Assignment/Project Exam | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. program review This question related to composing sequences and transposition. 77% received program review 81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and plano style - and students were to label the chords with RNs, identify the radances and identify and stilentify and | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 23 21 23 21 23 21 | 18 20 19 17 23 |
| Program - Music (AA-T) Program - Music (AA-T) | MUS. 131 MUS. 131 MUS. 131 MUS. 131 MUS. 131 MUS. 131 | Harmony I Harmony I Harmony I Harmony I Harmony I | SLO 2 SLO 2 SLO 3 SLO 3 SLO 4 | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signaturers; 3. simple intervals (up to an ortawals and A. all musitizes of triarts and and analyze phrase MELODY: compose and transpose melodies, and analyze phrase HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pon Symbols. HARMONY: Conduct harmonic analysis of diatonic chord progressions and cadence types using Roman Numerals and Pon Symbols. HARMONY: Conduct harmonic analysis of diatonic music (including music involving common | Assignment/Project Exam Assignment/Project Exam Assignment/Project Exam | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. program review This question related to composing sequences and transposition. 77% received program review 81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and plano style - and students were to label the chords with RNs, identify the radances and identify and stilentify and | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 23 21 23 21 23 21 | 18 20 19 17 23 17 |
| Program - Music (AA-T) Program - Music (AA-T) | MUS. 131 MUS. 131 MUS. 131 MUS. 131 MUS. 131 MUS. 131 | Harmony I Harmony I Harmony I Harmony I Harmony I Harmony I | SLO 2 SLO 2 SLO 3 SLO 3 SLO 3 SLO 4 | RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and RHYTHM/METER: be able to identify meters and compose rhythms accurately in both simple and FUNDAMENTAL SKILLS/TONALITY: Construct and identify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octavals and 4 all nusifiers of triade FUNDAMENTAL SKILLS/TONALITY: Construct and 1 dentify the following: 1. major and minor scales; 2. key signatures; 3. simple intervals (up to an octavals and 4 all nusifiers of triade MELODY: compose and transpose melodies, and analyze phrase MELODY: compose and transpose melodies, and sanalyze phrase MELODY: compose and transpose melodies, and sanalyze phrase MELODY: compose and transpose melodies, and sanalyze phrase MELODY: compose and transpose melodies, and nanlyze phrase MELODY: conduct harmonic analysis of diatonic conduct harmonic and conduct harmonic and conduct harmonic and conduct harmonic and conduct h | Assignment/Project Exam Assignment/Project Exam Assignment/Project Exam Assignment/Project | comprehension for this subject. Only 2 students received 70% or lower on this program review Three questions were on the final exam relating to these subjects, and all but one showed excellent mastery over these fundamental skills. program review This question related to composing sequences and transposition. 77% received program review 81% of students received an 80% or higher on this final exam question (there were 2 excerpts - choral style and plano style - and students were to label the chords with RNs, identify the cardences and identify and program review Average score was 88%. Only one student got below 80% (67%) | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 23 21 23 21 23 21 23 | 18 20 19 17 23 17 |

| 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, | 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 | secondary chords and sequences Original Composition: Compose original chord progressions demonstrating knowledge of the diatonic harmonic model and | 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 | following proper 4-nart voice leading 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 | | 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: | | 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: | | 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 melodie using: secondary, borrowed, Neapolitan and augmented 6th chords; sequences; and more advanced modulatory techniques | | 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% acheived 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 mediants, and/or enharmonic rainterpretations | 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 polychords 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 concepts learned | 2016 - 2017 (Spring) | Presentation/Perfor mance | Every student succeeded well, demonstrating solid ability to apply concepts 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 | | Exam | All students demonstrated good ability in analyzing a simple 12-tone excerpt (average 81% overall) | | 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 | 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 2-25 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, etc. | Achieved Goal | 86 | 80 |
| | | | | | | | everything, 36 could explain most the material, 31 | | | |

| 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 | 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 | 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 C) Explain the importance of the ethnographic method in the study of culture. 5=7 4=25 3=27 4=26 0=1 7 felt competent explaining everything, 25 could explain most of the material, 27 felt competent but could not explain it, 16 felt plain it, 16 felt competent but could not explain it, 16 felt competent but could not explain it, 16 felt plain it, 16 felt competent but could not explain it, 16 felt plain it. | 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 | 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 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 | 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 | 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. 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 | 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. | | Survey | 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 E) Analyze and evaluate the ethnical 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 competent but could not explain it, 6 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. | | 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 | | 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 | 2016 - 2017 (Fall) | Exam | one student did not learn it at all. The material covered by this SLO would 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 | the environment 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 - 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | of exam questions that were averaged 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 | a lahoraton report 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 nomal | 2016 - 2017 (Fall) | | Based on presentations of clinical anatomy | Achieved Goal | 34 | 33 |
| Program - Nursing (AS) | BIOL 260 | Human Physiology | SLO 2 | functioning relate to clinical issues. Describe cellular activity using chemical and physical principles. | 2016 - 2017 (Spring) | mance Exam | topics 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 | 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). |
| | | | | | | | immunology modelling assignment Mastering Blood assignment White Blood Cell assignment | | | Students seem to do well on low stakes activities, where completion is more important that 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 39 | 39 |
| Program - Nursing (AS) | CHEM 410 | Health Science Chemistry I | SLO 2 | various states than exist in 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 | | 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 ofter 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 | demonstrate their ability to use organizational formats with a clear | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 2017 - 2018 (Fall) | Assignment/Project | see program review | Achieved Goal | 29 | 19 |
| Program - Nursing (AS) | COMM 110 | Public Speaking | SLO 2 | specific purpose Incorporate research, sound reasoning and evidence that support claims they make in their presentations of | | Presentation/Perfor mance | 2.6 | Achieved Goal | 120 | 114 |
| Program - Nursing (AS) | 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 - Nursing (AS) | COMM 110 | Public Speaking | SLO 3 | speeches and outlines Demonstrate that they are careful and critical thinkers both as speakers and | | Essay | 3.2 | Achieved Goal | 120 | 106 |
| Program - Nursing (AS) | COMM 110 | Public Speaking | SLO 3 | listeners. Demonstrate that they are careful and critical thinkers both as speakers and | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 29 | 22 |
| Program - Nursing (AS) | COMM 110 | Public Speaking | SLO 4 | listeners. Adapt their presentations to the audience based on situational, | 2016 - 2017 (Spring) | Exam | 3.3 | Achieved Goal | 120 | 117 |
| Program - Nursing (AS) | COMM 110 | Public Speaking | SLO 4 | demographics. and psychological 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 | | 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 | 2016 - 2017 (Spring) | Exam | 3.0 | Achieved Goal | 120 | 120 |
| Program - Nursing (AS) | 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 - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 1 | Explain the basic elements of the communication process in | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| Program - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 1 | interpersonal settings Explain the basic elements of the communication process in | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 84 |
| Program - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 2 | interpersonal settings Recognize the self-concept development process, its | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 3 | | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
| Program - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandines 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Nursing (AS) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Nursing (AS) | COMM 140 | Small Group Communication | SLO 1 | resolution methods Exhibit effective problem-solving | 2016 - 2017 | Assignment/Project | 3.4 | Achieved Goal | 20 | 20 |
| Program - Nursing (AS) | COMM 140 | Small Group Communication | SLO 2 | communication skills Demonstrate the ability to discover, critically evaluate and accurately | (Spring) 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 20 | 20 |
| Program - Nursing (AS) | COMM 140 | Small Group Communication | SLO 3 | | 2016 - 2017 | Assignment/Project | 3.4 | Achieved Goal | 20 | 20 |
| Program - Nursing (AS) | COMM 140 | Small Group Communication | SLO 4 | well-reasoned decision Organize presentations effectively | (Spring) 2016 - 2017 | Essay | 3.1 | Achieved Goal | 20 | 18 |
| Program - Nursing (AS) | COMM 140 | Small Group Communication | SLO 5 | Demonstrate ability to effectively | (Spring) 2016 - 2017 | Presentation/Perfor | | Achieved Goal | 20 | 18 |
| December 1997 | | Cual Cuan Can | 6107 | prepare for and deliver presentations within small group settings | | mance | 25 | Additional Conf. | 20 | 40 |
| 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.4 | Achieved Goal | 20 | 18 |
|------------------------|----------|------------------------------------|--------|---|-------------------------|------------------------------|--|---------------|----|--|
| Program - Nursing (AS) | COMM 150 | Intercultural Communication | SLO 1 | present their views with persuasive Explain the influence of culture(s) on | 2016 - 2017 | Essay | 3.4 | Achieved Goal | 10 | 10 |
| Program - Nursing (AS) | COMM 150 | Intercultural Communication | SLO 1 | communication using various models of communication Explain the influence of culture(s) on communication using various models | | Essay | 3.3 | Achieved Goal | 36 | 35 |
| Program - Nursing (AS) | COMM 150 | Intercultural Communication | SLO 2 | of communication Distinguish between attitudes, beliefs, | | Essay | 4 | Achieved Goal | 10 | 10 |
| Program - Nursing (AS) | COMM 150 | Intercultural Communication | SLO 3 | different cultural value orientations (Showing an increased awareness of | (Spring) 2016 - 2017 | Exam | 4 | Achieved Goal | 10 | 10 |
| | | | | factors that contribute to some of our societal problems), discuss overt and covert cultural behaviors that manifest in the form of prejudice, | | | | | | |
| Program - Nursing (AS) | 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 - Nursing (AS) | COMM 150 | Intercultural Communication | SLO 5 | Demonstrate proficiency in effective | 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 | 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 | | Essay | see uploads | Achieved Goal | 41 | 31 |
| Program - Nursing (AS) | ENGL 100 | Composition and Reading | SLO 3 | sentences using coordinating and subordinating conjunctions, | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 28 |
| Program - Nursing (AS) | ENGL 100 | Composition and Reading | SLO 4 | concession, noun phrase appositives, werbal phrase modifiers, and correct Proofread effectively for grammar and | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 33 |
| 0, 1, | | , | | usage errors, including correct application of MLA document format | , | , | | | | |
| 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 | 2017 - 2018 (Fall) | Essay | see docs | Achieved Goal | 41 | 32 |
| Program - Nursing (AS) | NURS 211 | Introduction to Nursing | SLO 1 | according to MIA a middelines 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 | 2017 - 2018 (Fall) | Presentation/Perfor | All students met the standards. No | Achieved Goal | 49 | 49 Continue to measure |
| | NURS 211 | - | SLO 3 | standards when they provide nursing care to patients. | | mance | students failed the clinical objectives related to ethical and professional Students practice this in lab and follow | Achieved Goal | 49 | 49 Students met this SLO by in large. It is a good SLO to |
| Program - Nursing (AS) | NORS 211 | Introduction to Nursing | 31.0 3 | Students will accurately identify a patient using two identifiers. | 2017 - 2018 (Fall) | mance | through in clinical. | Achieved Godi | 49 | 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 nation | | Presentation/Perfor mance | 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 | 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 | sciences and the humanities in 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 | | 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/Perfor mance | 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 | 2017 - 2018 (Fall) | Presentation/Perfor | Skills lab instructors evaluate competency | Inconclusive | 50 | 40 The majority of the students are viewed directly by |
|---|----------|---------------------------|-------|---|--------------------|---------------------------|---|----------------------|-----|--|
| Togram Musing (A) | NOIS 255 | Not sing Saint Lab III | 3.03 | procedures to appropriate care situations. | 2017 - 2010 (Fally | mance | 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 | incordusec | 30 | 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 | | Survey | See Program Review | Achieved Goal | 110 | 77 |
| Program - Nursing (AS) | PSYC 200 | Developmental Psychology | SLO 2 | applications that arise from them) Analyze elements of a scientific approach to understanding human development in a biopsychosocial | 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 | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 88 |
| Program - Nursing (AS) | 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 |
| Program - Nursing (AS) | PSYC 200 | Developmental Psychology | SLO 5 | apply to real world problems and 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 - Nursing (AS) | 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 - Nursing (AS) | PSYC 200 | Developmental Psychology | SLO 7 | development Identify and describe classic and contemporary theories and research in | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 73 |
| Program - Nursing (AS) | PSYC 200 | Developmental Psychology | SLO 8 | lifespan psychology. 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 | | Survey | See Program Review | Achieved Goal | 110 | 97 |
| Program - Nursing (AS) | SOCI 100 | Introduction to Sociology | SLO 1 | nrocess Understand and apply the sociological imagination to a variety of | 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 | contemporary social phenomena. Understand and apply the sociological imagination to a variety of | 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 | contemporary social phenomena. Understand the historical | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 |
| Program - Nursing (AS) | SOCI 100 | Introduction to Sociology | SLO 2 | development of Sociology as a Understand the historical | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nursing (AS) | SOCI 100 | Introduction to Sociology | SLO 3 | development of Sociology as a Distinguish between the use of various | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nursing (AS) | SOCI 100 | Introduction to Sociology | SLO 4 | research methods. Identify, compare and apply the | 2016 (Summer) | Exam | this learning objective successfully. Over 70% of the students demonstrated | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nursing (AS) | SOCI 100 | Introduction to Sociology | SLO 5 | primary sociological perspectives. Explain and apply key sociological | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nursing (AS) | SOCI 100 | Introduction to Sociology | SLO 6 | concepts. Describe and explain the basic dimensions of social inequality and | 2016 (Summer) | Exam | this learning objective successfully. 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 | social change in historical and Assess what social forces and organizational structures are most | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| | | | | prominent in shaping, guiding and influencing individual and group | | | | | | |
| Program - Nutrition and Dietetics (AS-T) | BIOL 240 | General Microbiology | SLO 1 | hehavior in contemporary society Describe or demonstrate an understanding of Taxonomy and Phylogeny of microorganisms and their relationship to human health and | 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 | the environment 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | of avair nuestions that were avairanced. 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 | a laboratory report Describe how the scientific method relates to the study and understanding of microbiology historically and in modern day applications. | | 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 | questions. The students do other activities that relate to this SLO, which need to be | 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, | 2016 - 2017 (Fall) | Exam | incornorated into the assessment Based on 3 Practicum exams | Did Not Achieve Goal | 34 | 21 |
| Program - Nutrition and Dietetics (AS-T) | BIOL 250 | Human Anatomy | SLO 2 | cadavers. and visual media. 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 |
| | | | | | | | | | | |

| Pages Market Pages Pag | Program - Nutrition and Dietetics (AS-T) Program - Nutrition and Dietetics (AS-T) | BIOL 250 BIOL 260 | Human Anatomy Human Physiology Human Physiology | SLO 4 SLO 2 | Demonstrate how aspects of nomal functioning relate to clinical issues. Describe cellular activity using chemical and physical principles. | 2016 - 2017 (Fall) 2016 - 2017 (Spring) | mance Exam | understanding of cellular structure and function | Achieved Goal | 34 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. |
|--|--|-------------------|---|-------------|--|---|--------------------|--|---------------|----------|--|
| Part | | BIOL 200 | Turnar Tysicology | 310 3 | functioning of specific body tissues | | Assignment/110/ecc | to this SLO: 1. muscle modelling assignment 2. immunology modelling assignment 3. Mastering Blood assignment | Achieve dus | | assignments had a score of 70% or above. This is from a total of 104 assignment instances (26 \times 4). Students seem to do well on low stakes activities, |
| Interest (Color Color Co | Dietetics (AS-T) | | | | everyday life to make decisions based upon scientifically proven facts about foods and nutrition. | (Spring) | | 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 | | | been met. Future efforts should be put into increasing completion of this assignment. |
| Pages Micros and CHA 120 Control Charactery Sul 2 Sul 2 Character Sul 2 Sul 2 Character Sul 2 Sul 2 Character Sul 2 Sul | | CHEM 210 | General Chemistry I | SLO 1 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Matter M | Program - Nutrition and | CHEM 210 | General Chemistry I | SLO 2 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Purpose Purp | Program - Nutrition and | CHEM 210 | General Chemistry I | SLO 3 | Recognize the interrelationships of subatomic, atomic, molecular | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Program - Nutrition and Control (Prof. 1) Program - Nutrition and Control (Prof. 1) Program - Nutrition and Control (Prof. 1) Prof. (Prof. 1) Prof | | CHEM 210 | General Chemistry I | SLO 4 | Competently perform experiments | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Program - Austrition and Deleters (A-1 1 | Program - Nutrition and | 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 - Nacrition and Distance (Sur Mar 1990) | | CHEM 220 | General Chemistry II | SLO 2 | 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 - Notificion and Dieterics (AS-T) MATH 200 Elementary Probability and Statistics SLO1 Distinguish among different scales of Distingui | | CHEM 220 | General Chemistry II | SLO 3 | 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 |
| Defection (AS-T) Program - Nutrition and Defection (AS-T) Program - Nu | | MATH 200 | Elementary Probability and Statistics | s SLO 1 | Distinguish among different scales of | | Exam | 62% of students answered correctly | Achieved Goal | 85 | |
| Program - Nutrition and Dietetics (AS-T) Program - Nutrition and Dietetics (AS-T) Program - Nutrition and Dietetics (AS-T) Dietetics (AS-T) Dietetics (AS-T) Program - Nutrition and Dietetics (AS-T) | | MATH 200 | Elementary Probability and Statistics | s SLO 1 | | | Exam | 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 |
| Dietetics (A5-T) Program - Nutrition and Dietetics (A5-T) Program - Nutrition | | MATH 200 | Elementary Probability and Statistics | s SLO 1 | | 2017 - 2018 (Fall) | Other | | Achieved Goal | 73 | 13 |
| Dietetics (A5-T) Program - Nutrition and Dietetics (A5-T) Program - Nu | | MATH 200 | Elementary Probability and Statistics | s SLO 1 | | | Exam | | Achieved Goal | 52 | 39 |
| Program - Nutrition and Dietetics (AS-T) Dietetics (A | | MATH 200 | Elementary Probability and Statistics | s SLO 10 | statistical significance including p- | 2016 - 2017 (Fall) | Exam | successful with questions addressing this | Achieved Goal | 219 | 177 |
| Dietetics (AS-T) Statistical significance including p- values. Program - Nutrition and MATH 200 Elementary Probability and Statistics SLO 10 Determine and interpret levels of 2017 - 2018 Exam tested in Canvas. math 200-AE-AR- Achieved Goal 52 31 Dietetics (AS-T) elem_Probability>&>Statistics Sp 2018 | | MATH 200 | Elementary Probability and Statistics | s SLO 10 | Determine and interpret levels of statistical significance including p- | | 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. Earguage 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 | Achieved Goal | | |
| Program - Nutrition and MATH 200 Elementary Probability and Statistics SLO 10 Determine and interpret levels of 2017 - 2018 Exam tested in Canvas. math 200-AE-AR- Achieved Goal 52 31 Dietetics (AS-T) statistics Sp. 2018 Exam tested in Canvas. math 200-AE-AR- Achieved Goal 52 31 | | | | | statistical significance including p- | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | | |
| | | MATH 200 | Elementary Probability and Statistics | s SLO 10 | Determine and interpret levels of statistical significance including p- | | Exam | | Achieved Goal | 52 | 31 |

| Program Dietetic | n - Nutrition and s (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 Dietetic | n - Nutrition and s (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 Dietetic | n - Nutrition and s (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 Dietetic | n - Nutrition and s (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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 28 |
| Program Dietetic | n - Nutrition and s (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 12 | Identify the basic concept of hypothesis testing including Type I and Il errors. | 2016 - 2017 (Fall) | Exam | On average 61% of students were successful with questions related to this objective. | Inconclusive | 219 | 134 |
| Program Dietetic | n - Nutrition and s (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 I (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 | Achieved Goal | 85 | 58 |
| Program Dietetic | n - Nutrition and | MATH 200 | Elementary Probability and Statistics SLO 12 | Identify the basic concept of hypothesis testing including Type I and | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 47 |
| | n - Nutrition and | MATH 200 | Elementary Probability and Statistics SLO 12 | Il errors. Identify the basic concept of hypothesis testing including Type I and | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 33 |
| Program Dietetic | n - Nutrition and s (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 13 | Il errors. 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 | Inconclusive | 219 | 142 |
| Program Dietetic | n - Nutrition and s (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 13 | Formulate hypothesis tests involving samples from one and two populations. | 2016 - 2017 (Spring) | Exam | the related nuestions. 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 Dietetic | n - Nutrition and s (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 Dietetic | n - Nutrition and s (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 13 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program Dietetic | n - Nutrition and s (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 Dietetic | n - Nutrition and s (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for testing a hypothesis and interpret the result. | | 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 Dietetic | n - Nutrition and s (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 Dietetic | n - Nutrition and s (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for testing a hypothesis and interpret the result. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 27 |
| Program Dietetic | n - Nutrition and s (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 |
| Dietetic | | MATH 200 | Elementary Probability and Statistics SLO 15 | Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics. | | 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. | | 85 | 78 |
| Program Dietetic | n - Nutrition and s (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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 30 |
|---|----------|--|---|-------------------------|-------|---|---------------|-----|-----|
| Program - Nutrition and Dietetics (AS-T) | MATH 200 | Elementary Probability and Statistics SLO 16 | all unterpret the associated statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education. | | 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. | | 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 | 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 | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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. | | 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- elemProbability>&>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 | auvainages. 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- elemProbability>&>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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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 | s 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 - 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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 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 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 - 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- elemProbability>&>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. | 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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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 | 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 | psychology: Compare and contrast different explanations of human and animal | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 356 |
| Program - Nutrition and Dietetics (AS-T) | PSYC 100 | General Psychology | SLO 3 | behavior: 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 | PSYC 100 | General Psychology | SLO 5 | Demonstrate knowledge of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 396 |
| Dietetics (AS-T) Program - Nutrition and Dietetics (AS-T) | PSYC 121 | Basic Statistical Concepts | SLO 1 | scientific method and experimental 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 | research generally: 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 | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 16 |
| Program - Nutrition and Dietetics (AS-T) | PSYC 121 | Basic Statistical Concepts | SLO 4 | the social and behavioral sciences; 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 PSYC 121 Dietetics (AS-T) | 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 SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 1 | Understand and apply the sociological imagination to a variety of | 2016 (Summer) | Exam | For this learning outcome, over 70% of the students demonstrated competence. | Achieved Goal | 17 | 14 |
| Program - Nutrition and SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 1 | contemporary social phenomena. Understand and apply the sociological imagination to a variety of | 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 SOCI 100 | Introduction to Sociology | SLO 2 | contemporary social phenomena. Understand the historical | 2016 (Summer) | Exam | Over 70% of the students demonstrated | Achieved Goal | 17 | 14 |
| Dietetics (AS-T) Program - Nutrition and SOCI 100 | Introduction to Sociology | SLO 2 | development of Sociology as a Understand the historical | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Dietetics (AS-T) Program - Nutrition and SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 3 | development of Sociology as a Distinguish between the use of various research methods. | 2016 (Summer) | Exam | this learning objective successfully. Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nutrition and SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 4 | Identify, compare and apply the | 2016 (Summer) | Exam | Over 70% of the students demonstrated | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nutrition and SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 5 | primary sociological perspectives. Explain and apply key sociological concepts. | 2016 (Summer) | Exam | this learning objective successfully. Over 70% of the students demonstrated this learning objective successfully. | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nutrition and SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 6 | Describe and explain the basic dimensions of social inequality and | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Nutrition and SOCI 100 Dietetics (AS-T) | Introduction to Sociology | SLO 7 | social change in historical and Assess what social forces and organizational structures are most prominent in shaping, guiding and | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| | | | influencing individual and group hehavior in contemporary society | | | | | | |
| 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. | | 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 | 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 |
| | | | | | | meet the criteria of using current guidelines for effective resume writing. | | | 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 | 2017 - 2018 (Fall) | Survey | meet the criteria of using current guidelines | Achieved Goal | 31 | their resume by deadline also did not submit by the |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 | General Chemistry I General Chemistry I | SLO 1 SLO 2 | classifications of matter. Understand and use scientific | 2017 - 2018 (Fall) 2017 - 2018 (Fall) | | meet the criteria of using current guidelines for effective resume writing. | | | their resume by deadline also did not submit by the late deadline. |
| | | | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of | | Survey | meet the criteria of using current guidelines for effective resume writing. see program review | Achieved Goal | 31 | their resume by deadline also did not submit by the late deadline. |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 | General Chemistry I General Chemistry I | SLO 2 SLO 3 | 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) 2017 - 2018 (Fall) | Survey | meet the criteria of using current guidelines for effective resume writing. see program review see program review program review | Achieved Goal Achieved Goal Achieved Goal | 31 31 | their resume by deadline also did not submit by the late deadline. 31 30 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 | General Chemistry I | SLO 2 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from | 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review see program review program review see program review | Achieved Goal Achieved Goal | 31 31 31 | their resume by deadline also did not submit by the late deadline. 31 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 | General Chemistry I General Chemistry I General Chemistry I | SLO 2 SLO 3 SLO 4 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the | 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review see program review program review | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 31 31 31 | their resume by deadline also did not submit by the late deadline. 31 30 31 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 | General Chemistry I General Chemistry I General Chemistry I | SLO 2 SLO 3 SLO 4 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various estate than wist in 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) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Survey Survey Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review see program review program review see program review | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 31 31 31 39 | their resume by deadline also did not submit by the late deadline. 31 30 31 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 410 | General Chemistry I General Chemistry I General Chemistry I Health Science Chemistry I Health Science Chemistry I | SLO 2 SLO 3 SLO 4 SLO 1 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the uniform control of the control of the control Students will be able to represent the chemical compounds, and they will begin the process of depicting a variety of chemical reactions involving Students will solve elementary quantitative problems involving concentrations, behavior and reactions of various chemical substances. Special emphasis will often | 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Survey Survey Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 31 31 31 39 | their resume by deadline also did not submit by the late deadline. 31 30 31 39 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 410 Program - Physical Science (AS) CHEM 410 | General Chemistry I General Chemistry I General Chemistry I Health Science Chemistry I Health Science Chemistry I | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various states that exist and ions and the various states that exist and in the states that a work in 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 concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly Demonstrate knowledge and understanding of programming paradigms and the principal object- | 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Survey Survey Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review see program review program review see program review see program review see program review | Achieved Goal | 31 31 31 39 39 | their resume by deadline also did not submit by the late deadline. 31 30 31 39 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 410 Program - Physical Science (AS) CHEM 410 Program - Physical Science (AS) CHEM 410 | General Chemistry I General Chemistry I General Chemistry I Health Science Chemistry I Health Science Chemistry I | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 SLO 3 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the various states that waive in 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 concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly Demonstrate knowledge and understanding of programming paradigms and the principal object- oriented morarammina concents Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and advanced features including exception | 2017 - 2018 (Fall) 2016 - 2017 (Spring) | Survey Survey Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review | Achieved Goal | 31 31 31 39 39 | their resume by deadline also did not submit by the late deadline. 31 30 31 39 39 |
| Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 210 Program - Physical Science (AS) CHEM 410 Program - Physical Science (AS) CHEM 410 Program - Physical Science (AS) CHEM 410 Program - Physical Science (AS) CHEM 410 | General Chemistry I General Chemistry I General Chemistry I Health Science Chemistry I Health Science Chemistry I Health Science Chemistry I (CS1) Programming Methods: Java | SLO 2 SLO 3 SLO 4 SLO 1 SLO 2 SLO 2 | classifications of matter. Understand and use scientific measurements in problem solving. Recognize the interrelationships of subatomic, atomic, molecular structure and the associated Competently perform experiments and evaluate data obtained from At the introductory level, students will become familiar with the nanoscale particle nature of matter including atoms, molecules and ions and the substances the worker in 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 concentrations, behavior and reactions of various chemical substances. Special emphasis will often be given to examples that directly Demonstrate knowledge and understanding of programming paradigms and the principal object- oriented more among the consent of the con | 2017 - 2018 (Fall) 2016 - 2017 (Spring) | Survey Survey Survey Survey | meet the criteria of using current guidelines for effective resume writing. see program review 100% of students who took the final exam scored above 80% on the exam | Achieved Goal | 31 31 31 39 39 39 | their resume by deadline also did not submit by the late deadline. 31 31 30 31 39 39 38 28 Continue with current strategy |

| of minerals and rocks and understand (Spring) sedimentary rocks, metamorphic rocks took all 4. their importance as Earth resources 7 homework assignments Homework grades were averaged for each studen 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 | | | | | | | | | | |
|--|--|---------------------------------|-------|--|--------------------|--------------------|--|---------------|----|---|
| Pages Page | Program - Physical Science (AS) CIS 255 | (CS1) Programming Methods: Java | SLO 4 | apply strategies for the reuse of existing components with inheritance | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Pages Page | Program - Physical Science (AS) CIS 255 | (CS1) Programming Methods: Java | SLO 5 | Describe the concept of recursion, and implement, test, and debug simple | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Pages Page | Program - Physical Science (AS) CIS 255 | (CS1) Programming Methods: Java | SLO 6 | Explain and employ basic sorting and | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Page Physical Second 19 | Program - Physical Science (AS) CIS 255 | (CS1) Programming Methods: Java | SLO 7 | documents to understand and | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Pages Page | Program - Physical Science (AS) CIS 255 | (CS1) Programming Methods: Java | SLO 8 | Demonstrate an understanding of professional codes of ethics, such as | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Pages Proposition Propos | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 1 | Demonstrate knowledge and understanding of the principal object- | 2016 - 2017 (Fall) | Assignment/Project | using the concepts of OOP. Out of 13 | Achieved Goal | 13 | 12 |
| Pagen - Phylatel Science (M) 6 578 (202) Page raming Methods Co. 510 (202) | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 1 | Demonstrate knowledge and understanding of the principal object- | | Assignment/Project | 88.46% of students completed the | Achieved Goal | 26 | 23 Continue with current strategy |
| Pagean - Physical Science All California - Ministry Assignment | 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 | 2016 - 2017 (Fall) | Assignment/Project | were asked to model them in UML. All 12 | Achieved Goal | 12 | 12 |
| Pagear Physical Science (As) G.S.P. G.S.P. Pagearming Methods: Cr. G.S.P. State Pagearming Meth | 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 | | Assignment/Project | | Achieved Goal | 25 | 22 Continue with current strategy |
| Pagam - Physical Science (A) 10 27 (33) Programming Methods: C+ 50 4 (33) Programming Methods: C+ 50 5 (33) | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | Reuse existing components through | 2016 - 2017 (Fall) | Assignment/Project | to design in accordance with OOP | Achieved Goal | 12 | 12 |
| Figures - Physical Science (AS) CS 278 (CS) Programming Methods: C | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | | | Assignment/Project | | Achieved Goal | 25 | 23 Continue with current strategy |
| Pogram - Physical Science (AS) G-278 (CS)) Programming Methods: C+ U-2 G-2 Continue with current strategy (cyring) Control (c | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 4 | | 2016 - 2017 (Fall) | Assignment/Project | were asked to extend it using concepts of inheritance and polymorphism. All students | | 12 | 12 |
| Frogram - Physical Science (AS) 105 278 (CS1) Programming Methods: C++ SLO 5 (CS1) Pr | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 4 | | | Exam | 92% of students answered midterm exam | Achieved Goal | 25 | 23 Continue with current strategy |
| Program - Physical Science (AS) CIS 278 (CS1) Programming Methods: C++ SLO | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 5 | binding, visibility, scope and lifetime | 2016 - 2017 (Fall) | Assignment/Project | were asked to implement and debug its | Achieved Goal | 12 | 11 |
| Anades exception. Ten out of 12 students were successful in implementation. In the future we should add more emphasion in accordance (ASS) (SS 278 (SS1) Programming Methods: C++ SLO 5 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Utilize exception handling to provide a polication in destructors. The not of 12 students were successful. More emphasize in control (Assignment 5) correctly. Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (SS1) Programming Methods: C++ SLO 7 (Spring) Program - Physical Science (AS) (SS 278 (S | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 5 | Demonstrate different forms for binding, visibility, scope and lifetime | | Assignment/Project | 92% of students completed the assignment | Achieved Goal | 25 | 23 Continue with current strategy |
| Program - Physical Science (AS) CIS 278 (CS1) Programming Methods: C++ Standard Template Library (ST1). Standard Template Library (S | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | Employ components in the C++ | 2016 - 2017 (Fall) | Assignment/Project | handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on | Achieved Goal | 12 | 10 |
| Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 7 Utilize exception handling to provide a 2016 - 2017 (Spring) Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis 278 (CS1) Programming Methods: C++ SLO 8 Program - Physical Science (AS) Cis | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | | | Assignment/Project | 92% of students completed the assignment | Achieved Goal | 25 | 23 Continue with current strategy |
| Program - Physical Science (AS) CIS 278 (CS1) Programming Methods: C++ Program in Methods: C++ Program | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 7 | | 2016 - 2017 (Fall) | Exam | allocation in destructors. Ten out of 12 students were successful. More emphasize | Achieved Goal | 12 | 10 |
| languages to the programming paradigms used today paradigms used today programming paradigms used. as, imerative, functional, declarative, ODP, procedural and symbolic. 8 out of 12 students were declarative, ODP, programming Methods: C++ SLO 8 Relate the development of high level and symbolic. 8 out of 12 students were displayed by the programming paradigms used to an analysis of students answered final exam and symbolic. 8 out of 12 students were displayed by the programming paradigms used to an analysis of students answered final exam and symbolic. 8 out of 12 students were displayed by the programming paradigms used to an analysis of students answered final exam and symbolic. 8 out of 12 students were displayed by the programming paradigms used to an analysis of students and symbolic. 8 out of 12 students are displayed by the programming paradigms used to an analysis of students and symbolic. 8 out of 12 students are displayed by the programming paradigms used to an analysis of students and symbolic. 8 out of 12 students are displayed by the programming paradigms used to an analysis of students and symbolic. 8 out of 12 students are displayed by the programming paradigms used to an any symbolic. 8 out of 12 students and symbolic. 8 out of 12 students are displayed by the programming paradigms used to an any symbolic. 8 out of 12 students were averaged for each student that of minerals and rocks and understand their importance as Earth resources and understand their importance as Earth resources are displayed by the programming paradigms used to an any symbolic and symbolic a | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 7 | | | Assignment/Project | 92% of students completed the assignment | 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 2016 - 2017 Exam 92% of students answered final exam Achieved Goal 25 23 Continue with current strategy question correctly. 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 4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments 4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments 4 programming Methods: C++ SLO 8 Relate the development of high level 2016 - 2017 Assignment/Project 4 quizzes on minerals, igneous rocks, sedimentary rocks, metamorphic rocks 7 homework assignments 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 85 students were not assessed due to too many missing grades. | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 8 | languages to the programming | 2016 - 2017 (Fall) | Exam | development of high level languages to programming paradigms such as, imerative, functional, declarative, OOP, procedural and symbolic. 8 out of 12 students were | | 12 | 8 |
| Program - Physical Science (AS) GEOL 100 Survey of Geology SLO 5 Identify and describe basic properties of minerals and rocks and understand of minerals and rocks and understand their importance as Earth resources 7 homework assignments Homework assignments 30 24 Quiz grades were averaged for each student that sedimentary rocks, metamorphic rocks 5 Homework grades were averaged for each student who did at least 6 of the 7. The higher of the 2 averages was used 5 students were not assessed due to too many missing grades. | Program - Physical Science (AS) CIS 278 | (CS1) Programming Methods: C++ | SLO 8 | languages to the programming | | Exam | 92% of students answered final exam | 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 | | Assignment/Project | sedimentary rocks, metamorphic rocks | Achieved Goal | 30 | 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. |

| Pages Page | 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. |
|--|---------------------------------|----------|---------------------------------|-------|--|-------------------------|--------------------|---|---------------|----|---|
| Page | Dragger Dhysics (AC) | CUEM 210 | Concret Chemister I | 610.1 | Describe and the supported of unities | 2017 2019 (Fall) | Company | | Ashiound Cool | 24 | 21 |
| Part | | | | | classifications of matter. | | | see program review | | | |
| Page | Program - Physics (AS) | CHEM 210 | General Chemistry I | SLO 2 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Pages Page | Program - Physics (AS) | CHEM 210 | General Chemistry I | SLO 3 | subatomic, atomic, molecular | 2017 - 2018 (Fall) | Survey | program review | Achieved Goal | 31 | 30 |
| Page 1 | Program - Physics (AS) | CHEM 210 | General Chemistry I | SLO 4 | | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 31 | 31 |
| Page | Program - Physics (AS) | CHEM 220 | General Chemistry II | SLO 1 | Demonstrate an understanding of the basic principles of chemical reactions | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Page of Page | Program - Physics (AS) | 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 |
| Pages Page | Program - Physics (AS) | CHEM 220 | General Chemistry II | SLO 3 | Demonstrate a basic knowledge of atomic and molecular stability and the | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 11 |
| Pages Page | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 1 | through evalanations and appropriate Demonstrate knowledge and understanding of programming | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program Physic (AS) | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 2 | Design, implement, and use classes, interfaces, and methods, employing standard naming conventions and | (Spring) | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program - Physics (AS) CS) CS) Programming Methods: Law Side Demonstrate interview of many systems and expension and e | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 3 | handling 1/O GIIIc and avant Employ object-oriented methodology to design and effectively implement medium-sized computer programs using simple Unified Modeling | 2016 - 2017 | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program - Physics (As Programming Methods No. 10 Continue with control terminal wash Continue with courtent strategy Continue with current strategy Con | Program - Physics (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 | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program - Physics (AS) CSS | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 5 | Describe the concept of recursion, and implement, test, and debug simple | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Common Physics (As) | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 6 | Explain and employ basic sorting and | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program - Physics (AS) | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 7 | documents to understand and | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object or indentational program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object or indentational program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object or indentational program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object or indentational program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object or indentational program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object or indentational productional program hat is stylicitally and functionally cornect, based on an object-invarient disciss mornial implement a medium-size computer program that is stylicitally and functionally cornect (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 2 Understanding of the principal object in program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 3 Understanding of the principal object in program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 3 Understanding of the principal object in program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 4 Understanding of the principal object in program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 4 Understanding of the principal object in program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 4 Understanding of the principal object in principal object in accordance with DOP evidelines. All 2 students were successful. (Assignment/Project School and Program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 4 Understanding of the principal object in principal object in accordance with DOP evidelines. All 2 students were given a medium size program - Achieved Goal very easier to program - Physics (AS) CIS 278 (CS) 1 Programming Methods: C+P SLO 4 Understanding of the principal objec | Program - Physics (AS) | CIS 255 | (CS1) Programming Methods: Java | SLO 8 | Demonstrate an understanding of professional codes of ethics, such as | | | | Achieved Goal | 28 | 28 Continue with current strategy |
| Program - Physics (AS) | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 1 | Demonstrate knowledge and | 2016 - 2017 (Fall) | Assignment/Project | | Achieved Goal | 13 | 12 |
| Program - Physics (A5) Cis 278 Cis 3) Programming Methods: C++ SLO 2 Implement a medium-size computed functionally correct, based on a functionally correct, based on an functionally correct, based on a functionally correct, based on an funct | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 1 | oriented programming concepts. Demonstrate knowledge and | | Assignment/Project | 88.46% of students completed the | Achieved Goal | 26 | 23 Continue with current strategy |
| Program - Physics (AS) CIS 278 CIS 178 (CS1) Programming Methods: C++ Program - Physics (AS) CIS 278 CIS 178 (CS1) Programming Methods: C++ CIS 178 (CS1) Programming Methods: | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 2 | Implement a medium-size computer program that is stylistically and | 2016 - 2017 (Fall) | Assignment/Project | were asked to model them in UML. All 12 | Achieved Goal | 12 | 12 |
| Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 3 Reuse existing components through inheritance and polymorphism. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 3 Reuse existing components through inheritance and polymorphism. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 3 Reuse existing components through inheritance and polymorphism. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 4 Implement, test, and debug simple recursive functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 4 Implement, test, and debug simple recursive functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 4 Implement, test, and debug simple recursive functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 4 Implement, test, and debug simple recursive functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime manaaement. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C+ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime manaaement. Program - Physics (AS) CIS 278 CIS 278 (CS1) Programming Methods: C+ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime manaaement. Program - Physics (AS) CIS 278 CI | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 2 | object-oriented design model Implement a medium-size computer program that is stylistically and | | Assignment/Project | | Achieved Goal | 25 | 22 Continue with current strategy |
| Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ Frogram - Physics (AS) CIS 278 | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | Reuse existing components through | 2016 - 2017 (Fall) | Assignment/Project | to design in accordance with OOP | Achieved Goal | 12 | 12 |
| Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 4 Implement, test, and debug simple recursive functions. Program - Physics (AS) Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime manaaement. Substitution - Substitution | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 3 | | | Assignment/Project | 92% of students completed the assignment | 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. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 4 Implement, test, and debug simple recursive functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for binding, visibility, scope and lifetime management. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for curve functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for curve functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for curve functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for curve functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms for curve functions. Program - Physics (AS) CIS 278 (CS1) Programming Methods: C++ SLO 5 Demonstrate different forms f | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 4 | | 2016 - 2017 (Fall) | Assignment/Project | were asked to extend it using concepts of inheritance and polymorphism. All students | | 12 | 12 |
| binding, visibility, scope and lifetime were asked to implement and debug its management. creation. Out 10 12 students. 11 were | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 4 | | | Exam | 92% of students answered midterm exam | Achieved Goal | 25 | 23 Continue with current strategy |
| | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 5 | binding, visibility, scope and lifetime | 2016 - 2017 (Fall) | Assignment/Project | were asked to implement and debug its | Achieved Goal | 12 | 11 |
| binding, visibility, scope and lifetime (Spring) (Assignemnet 4) correctly. management. | Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 5 | Demonstrate different forms for binding, visibility, scope and lifetime | | Assignment/Project | 92% of students completed the assignment | Achieved Goal | 25 | 23 Continue with current strategy |

| Program - Physics (AS) | CIS 278 | (CS1) Programming Methods: C++ | SLO 6 | Employ components in the C++ | 2016 - 2017 (Fall) | Assignment/Project | Students were asked to write a code that | Achieved Goal | 12 | 10 |
|------------------------|----------|---------------------------------------|--------|--|-------------------------|--------------------|---|---------------|-----|-----------------------------------|
| | | | | Standard Template Library (STL). | | | handles exceptions. Ten out of 12 students were successful in implementation. In the future we should add more emphasis on exception handling | | | |
| 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 (Assignemnet 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 | 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 | is needed on this tonic 92% of students completed the assignment (Assignemnet 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, imerative, functional, declarative, 00%, procedural and symbolic. 8 out of 12 students were | 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 | | 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 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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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 Il 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 Il 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 I (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 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 | the related nuestions. 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- elemProbability>&>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 or | 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. | | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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 | 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 | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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 | 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 | whom will pass at the end of the semester. see attached to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Physics (AS) | МАТН 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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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) | МАТН 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 - Physics (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 - 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- elemProbability>&>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 | 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 | Central Limit Theorem 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- elemProbability>&>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 | Inconclusive | 219 | 145 |
| Program - Physics (AS) | MATH 200 | Elementary Probability and Statistics | s SLO 9 | Construct and interpret confidence intervals. | 2016 - 2017 (Spring) | Exam | 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. | 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- elemProbability>&>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 reactions through explanations and | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 13 | 13 |
| Program - Physics (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 - Pilates Mat and Reformer Instructor (CS) | FITN 335.1 | Pilates I | SLO 1 | through explanations and appropriate Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerohic canacity at a heginning 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 and Reformer Instructor (CS) | FITN 335.2 | Pilates II | SLO 1 | motion, overall body weight, resting heart rate, strength and endurance, | 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 | and aerobic capacity at an 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, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 | and aerobic canacity at an advanced Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises and practical applications. | Achieved Goal | 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 | level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level | | 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. | | 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 KINE 126 Reformer Instructor (CS) | 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 | Achieved Goal | 20 | 20 100% of students achieved this SLO. No "next steps" needed. |
|--|---|---|-------------------------|--------------------|--|---------------|-----|--|
| Program - Pilates Mat and KINE 126 Reformer Instructor (CS) | Pilates Reformer Instructor Training SLO 3 | Plan a safe and effective Pilates Reformer class. | 2016 - 2017 (Spring) | Exam | durine final naratiral trachine 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 Pillates Reformer class. No adjustments needed in teaching methods and assignments at this time. |
| Program - Pilates Mat Instructor FITN 335.1 (CS) | Pilates I SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 FITN 335.1 (CS) | Pilates I SLO 2 | and aerobic canacity at a heginning Demonstrate knowledge of various exercises applicable to the study and practice of Pilates at a beginning leve | | 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 FITN 335.2 (CS) | 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 Instructor FITN 335.2 (CS) | Pilates II SLO 2 | Demonstrate knowledge of various exercises and practical applications in the study of intermediate Pilates. | 2016 - 2017 (Fall) 1 | 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 FITN 335.3 (CS) | Pilates III SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at an advanced | | 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 FITN 335.3 (CS) | Pilates III SLO 2 | Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an advanced level | 2016 - 2017 (Fall) 1 | 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 FITN 335.4 (CS) | 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 lev | | 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 FITN 335.4 (CS) | Pilates IV SLO 2 | Demonstrate knowledge of various exercises and practical applications in the study of Pilates at an expert leve | | 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 (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | Distinguish among different scales of measurement and their implications | | Exam | 62% of students answered correctly | Achieved Goal | 85 | 53 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | Distinguish among different scales of measurement and their implications | | 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 (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | Distinguish among different scales of measurement and their implications | | Other | QQ E≪ correct see attached | Achieved Goal | 73 | 13 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | Distinguish among different scales of measurement and their implications. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 39 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | 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 (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | 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 (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 1 | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
|--|--|---|---------------------------|-------|--|---------------|-----|-----|
| Program - Political Science (AA-T MATH 200 Associate in Arss Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 | | 85 | 73 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 11 | Interpret the output of a technology-based statistical analysis. | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 52 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 28 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 12 | Identify the basic concept of hypothesis testing including Type I and II errors. | 2016 - 2017 I (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. | | 85 | 58 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 12 | Identify the basic concept of hypothesis testing including Type I and II errors. | 2017 - 2018 I (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 33 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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. | | 85 | 44 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 31 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 | Inconclusive | 219 | 116 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for testing a hypothesis and interpret the result. | | Exam | varbal with rummany information or 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. | | 85 | 42 |

| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for testing a hypothesis and interpret the result. | | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 50 |
|--|--|---|-------------------------|-------|---|---------------|-----|-----|
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for testing a hypothesis and interpret the result. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 27 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 15 | Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics. | | 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. | | 85 | 78 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 15 | Use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 30 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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. | | 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. | | 85 | 62 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 35 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 2 | Interpret data displayed in tables and graphically. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 36 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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. | | 85 | 48 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 3 | Apply concepts of sample space and probability. | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 33 |

| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 | Achieved Goal | 85 | 55 |
|--|---|--|-------------------------|-------|---|---------------|-----|-----|
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | Elementary Probability and Statistics SLO 4 | Calculate measures of central tendency and variation for a given data set. | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to SLO 1 | Achieved Goal | 73 | 54 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 38 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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 - Political Science (AA-T MATH 200 Associate in Arts Degree for Transfer) (AA-T) | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 39 |
| 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. | 2016 - 2017 (Fall) | Exam | On average 84% of students with questions measuring this SLO. | Achieved Goal | 219 | 184 |
| 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. | 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 - 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 (Fall) | Other | see docs uploaded to slo 1 | 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- elemProbability>&>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 | | 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. | | 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 | see docs uploaded to slo 1 | 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 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | · | 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. | | 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 | see docs uploaded to slo 1 | 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 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 42 |
| Program - Political Science (AA-T PLSC 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. | | 20 | 14 |
| Program - Political Science (AA-T PLSC 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. | | 20 | 14 |
| Program - Political Science (AA-T PLSC 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. | | 20 | 14 |
| Program - Political Science (AA-T PLSC 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 PLSC 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. | | 20 | 14 |
| Program - Political Science (AA-T PLSC 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, 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. |

| 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 1. Criteria: Earned a passing grade of 70% or greater on discussion forum on school integration • 10/29=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 interest Groups quiz 78% average grade of highest graded attempts on literest Groups 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. |
|--|----------------------------|-------|--|---------------------------|--|---------------|----|--|
| | | | | | 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 | impact of federalism, the separation of powers and economic inequality on the development and implementation | 2016 - 2017 (Fall) F | 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. |
| | | | of policy. | | 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 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 |
| , | | | , | | Criteria: Earned a passing grade of 70% or greater on discussion forum on gangs 16/29=55% | | | forum. |
| | | | | | 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 |
| | | | | | Criteria: Earned a passing grade of 70% or greater on political participation assignment | | | preparation for 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 PSYC 121 Associate in Arts Degree for Transfer) (AA-T) | 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 PSYC 121 Associate in Arts Degree for Transfer) (AA-T) | Basic Statistical Concepts | SLO 4 | Perform basic statistical tests involved 20 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 PSYC 121 Associate in Arts Degree for Transfer) (AA-T) | 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 MGMT 220 (CS) | 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. | | 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 MGMT 220 (CS) | Organizational Behavior | SLO 2 | Effectively use different management 2: principles and concepts relating them (S to organizational performance and the application of these concepts to individuals teams and groups | | 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 MGMT 220 (CS) | Organizational Behavior | SLO 3 | Contribute to personal and 2 | 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 MGMT 220 (CS) | Organizational Behavior | SLO 4 | | 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 MGMT 220 (CS) | Organizational Behavior | SLO 5 | how to make team selections, team (S assignments and implement team | 2016 - 2017 Spring) | Forum | work and life situations. Students relate to and appreciate this topic. | Achieved Goal | 29 | 25 |
| Program - Project Management MGMT 220 (CS) | Organizational Behavior | SLO 6 | | 2016 - 2017 Spring) | Forum | 86% were able to articulate required tonics 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 20 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 | | 59 | 57 |
| Program - Psychology (AA-T) BIOL 110 | General Principles of Biology | SLO 1 | Explain the principles of evolution that 20 underlie all of biology. | 2016 - 2017 (Fall) | Other | The five Bio 110 SLOs were assessed by an online exit quiz on Canwas, 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 20 underlie all of biology. (S | 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 20 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 20 underlie all of biology. | 2017 - 2018 (Fall) | Other | The five Bio 1.10 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 20 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 | | 59 | 57 |
| Program - Psychology (AA-T) BIOL 110 | General Principles of Biology | SLO 2 | Describe relationships and dynamics in 20 ecosystems. | 2016 - 2017 (Fall) | Other | earning of ro hetter. The five Bio 110 St.Os were assessed by an online exit quiz on Canwas, with two questions for each St.O. To successfully meet/achieve the St.O, 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 | | 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. | | 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 | 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. | | 59 | 57 |
| Program - Psychology (AA-T) | BIOL 110 | General Principles of Biology | SLO 5 | | 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 | 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. Discuss disorders of homeostasis. | 2016 - 2017 (Fall) | | Based on the average scores from 5 online exams (>70% of students that scored more than 70%) | | 37 | 34 |
| Program - Psychology (AA-T) | 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 - 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. | 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 | see attached | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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 | 2016 - 2017 (Fall) | Exam | On average 61% of students were successful with questions related to this | Inconclusive | 219 | 134 |
|-----------------------------|----------|--|---|-------------------------|-------|--|---------------|-----|-----|
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 12 | Il errors. Identify the basic concept of hypothesis testing including Type I and | 2016 - 2017 | Exam | objective. These results are from a new in house web based randomized test. Editing of several | Achieved Goal | 85 | 58 |
| | | | Il errors. | | | 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. | | | |
| 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- elemProbability>&>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 | 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 | the related questions These results are from a new in house web based randomized test. Editing of several questions is needed prior to next semester. | Achieved Goal | 85 | 44 |
| | | | | | | 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 | | | |
| 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 | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 43 |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 13 | | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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 | 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 | | Exam | verhal with summary information or These results are from a new in house web based randomized test. Editing of several | Achieved Goal | 85 | 42 |
| | | | result. | | | 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 | | | |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 50 |
| | | | testing a hypothesis and interpret the result. | | | | | | |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 14 | Select the appropriate technique for testing a hypothesis and interpret the result. | (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | Achieved Goal | 85 | 78 |
| | | | | | | 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. | | | |
| 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- elemProbability>&>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 | | Exam | These results are from a new in house web based randomized test. Editing of several | Achieved Goal | 85 | 62 |
| | | | based on data from disciplines including business, social sciences, psychology, life science, health science, and education. | | | 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 | | | |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 16 | Use appropriate statistical techniques | 2017 - 2018 (Fall) | Other | whom will pass at the end of the semester. see docs uploaded to slo 1 | Achieved Goal | 73 | 50 |
| | | | to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health | | | | | | |

| 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, | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 35 |
|-----------------------------|----------|--|--|-------------------------|-------|---|---------------|-----|-----|
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 2 | nsychology life science health 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- elemProbability>&>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- elemProbability>&>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- elemProbability>&>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 | downlawes. 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 46 |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 6 | auvaniages. 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- elemProbability>&>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- elemProbability>&>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 | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 9 | Central Limit Theorem Construct and interpret confidence intervals. | 2016 - 2017 (Fall) | Exam | On average 66% of students were successful with questions related to this | Inconclusive | 219 | 145 |
| Program - Psychology (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 9 | Construct and interpret confidence intervals. | 2016 - 2017 (Spring) | Exam | 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. | 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- elemProbability>&>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 | 2016 - 2017 (Fall) | | Program Review | Achieved Goal | 450 | 300 |
| Program - Psychology (AA-T) | PSYC 100 | General Psychology | SLO 4 | in psychological research; Describe biological aspects of human | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 450 | 310 |
| Program - Psychology (AA-T) | PSYC 100 | General Psychology | SLO 5 | behavior; Demonstrate knowledge of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 396 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 1 | | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 32 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 2 | approaches to the study of Identify and distinguish strengths and weakness of scientific method as | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 28 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 3 | applied to examination of issues in Identify and distinguish primary | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 27 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 4 | models describing topics examined in Apply theory and models in | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 31 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 5 | psychology to real world concerns; Describe the methods used to study | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 25 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 6 | behavior and mental processes; Use scientific terminology in reference to cognitive aspects of behavior and | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 35 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 7 | mental processes; Identify aspects of information | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 40 | 37 |
| Program - Psychology (AA-T) | PSYC 105 | Experimental Psychology | SLO 8 | processing model of behavior and Describe how theory and application | | | See program review | Achieved Goal | 40 | 36 |
| .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | , | | of theory in the experimental setting alter predictions made by information processing models. | , | , | | | | |
| Program - Psychology (AA-T) | PSYC 110 | Courtship, Marriage and the Family | SLO 1 | | 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 32 |
|-----------------------------|----------|------------------------------------|-------|--|--------------------|--------|--------------------|---------------|-----|----|
| Program - Psychology (AA-T) | PSYC 110 | Courtship, Marriage and the Family | SLO 3 | 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 | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 40 | 30 |
| Program - Psychology (AA-T) | PSYC 110 | Courtship, Marriage and the Family | SLO 4 | news to student's personal and family Examine age, gender, and socialization within the family; completing interactive self-assessments on marriage and family issues and using | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 26 |
| Program - Psychology (AA-T) | PSYC 110 | Courtship, Marriage and the Family | SLO 5 | them to recognize and analyze 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, | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 33 |
| Program - Psychology (AA-T) | PSYC 121 | Basic Statistical Concepts | SLO 1 | psychology and behavioral sciences | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 18 |
| Program - Psychology (AA-T) | PSYC 121 | Basic Statistical Concepts | SLO 2 | research generally; Evaluate with precision scientific | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 15 |
| Program - Psychology (AA-T) | PSYC 121 | Basic Statistical Concepts | SLO 3 | evidence; Critically compare and contrast research experiments and results in | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 16 |
| Program - Psychology (AA-T) | PSYC 121 | Basic Statistical Concepts | SLO 4 | the social and behavioral sciences: Perform basic statistical tests involved in analysis of data from behavioral | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 15 |
| Program - Psychology (AA-T) | PSYC 121 | Basic Statistical Concepts | SLO 5 | experiments and observed data; Demonstrate proficiency in using appropriate tables to determine | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 16 |
| Program - Psychology (AA-T) | PSYC 200 | Developmental Psychology | SLO 1 | statistical significance of behavioral 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 | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 75 |
| Program - Psychology (AA-T) | PSYC 200 | Developmental Psychology | SLO 3 | development in a biopsychosocial 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 110 | 62 |
| Program - Psychology (AA-T) | PSYC 200 | Developmental Psychology | SLO 5 | apply to real world problems and 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 | provided by psychological 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 | development Identify and describe classic and contemporary theories and research in | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 73 |
| Program - Psychology (AA-T) | PSYC 200 | Developmental Psychology | SLO 8 | | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 66 |
| Program - Psychology (AA-T) | PSYC 200 | Developmental Psychology | SLO 9 | different periods of the lifespan. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental | | Survey | See Program Review | Achieved Goal | 110 | 97 |
| Program - Psychology (AA-T) | PSYC 201 | Child Development | SLO 1 | nrocess 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 | examining issues of developmental Identify and distinguish primary models used in the study of human | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 40 | 31 |
| Program - Psychology (AA-T) | PSYC 201 | Child Development | SLO 4 | developmental psychology. Apply human development theory and models of psychological science to | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 40 | 34 |
| Program - Psychology (AA-T) | PSYC 220 | Introduction to Psychobiology | SLO 1 | analyze real world concerns 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 | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 35 |
|-----------------------------|----------|-------------------------------|-------|---|--------------------|--------|--------------------|---------------|----|----|
| Program - Psychology (AA-T) | PSYC 220 | Introduction to Psychobiology | SLO 3 | research that characterize the 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 | Phinlow of hehavior? 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, notivation, 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, | | 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; identifying key ideas on Personality of | 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 | | 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 | | | 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. | | , | 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, research and applications | 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 influences on social behavior. | 2016 - 2017 (Fall) | | 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 differences and sociocultural | • | | 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 worksheets and using them to analyze | 2016 - 2017 (Fall) | · | 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 48 |
| Program - Psychology (AA-T) | PSYC 410 | Abnormal Psychology | SLO 2 | describe abnormal behavior. Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of psychological disorders. | | Survey | See Program Review | Achieved Goal | 55 | 47 |
| Program - Psychology (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 - 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 | | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 55 | 44 |
| Program - Psychology (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 - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 1 | Understand the general business | 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 | environment. Understand the general business | 2016 - 2017 | Exam | Environment scan on existing businesses | Achieved Goal | 139 | 128 Maintain SLO in next update |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business environment. | (Spring) 2017 (Summer) | Exam | such as Coca-Cola, McDonalds. 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 | 2017 - 2018 (Fall) | Exam | Exercises/homework used to reinforce | Achieved Goal | 160 | 142 Integrate into stock tracker project. |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 1 | environment. Understand the general business | 2017 - 2018 (Fall) | Survey | lecture material. see program review | Achieved Goal | 154 | 150 |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 2 | environment. Evaluate tax/liability issues and select | 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 | a legal form of incorporation. 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 | 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 | a legal form of incorporation. 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. | | 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 | 2017 - 2018 (Fall) | Assignment/Project | Students track a public company | Achieved Goal | 160 | 155 Further coordinate with new Financial Management |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 3 | markets. Understand and evaluate financial | 2017 - 2018 (Fall) | Survey | throughout semester, analyze org. see program review | Achieved Goal | 154 | class. 135 |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 4 | markets. 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 | 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 | a marketing mix. Conduct a market analysis and design | 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 | a marketing mix. Conduct a market analysis and design | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 137 |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 5 | a marketing mix. Develop communication skills, | 2016 - 2017 (Fall) | Assignment/Project | Increased use of oral/PowerPoint | Achieved Goal | 179 | 173 Add "and practice" to SLO wording? |
| Program - Real Estate (AA) | BUS. 100 | Contemporary American Business | SLO 5 | including verbal, written, and Develop communication skills, including verbal, written, and | 2016 - 2017 (Spring) | | presentation by students Oral presentations in class. Persuasive speech. | Achieved Goal | | 139 Coordinate with Toastmasters. Practice interviews, presentations, pitches. |
| | | | | presentation. | | | | | | |

| Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, including verbal, written, and presentation. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, including verbal, written, and presentation. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, including verbal, written, and presentation. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 (Archived 2016) Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. | 2017 (Summer) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) 2017 - 2018 (Fall) | mance Presentation/Performance Survey Assignment/Project Discussion Discussion | Group presentations based on one of three instructor-provided prompts. Group project and presentation. Highly successful in support of lecture material and for increasing student cooperation. see program review Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 30 160 154 86 179 139 | 30 Continue using the group presentation to reinforce the lecture material. 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. 148 82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 135 Expand coordination to secure internships. Work with Dir. Workforce Development, with Conselors, and with Guided Pathways efforts. |
|---|---|---|---|---|--------------------------------------|--|
| Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, including verbal, written, and presentation. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 Develop communication skills, including verbal, written, and program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 (Archived 2016) Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. 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) 2016 - 2017 (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Mance Survey Assignment/Project Discussion Discussion | successful in support of lecture material and for increasing student cooperation. see program review Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. | Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 154 86 179 | other chapter material (i.e. financial markets, legal entities) and have students do more regular presentations/reports to class. 148 82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 135 Expand coordination to secure internships. Work with Dir. Workforce Development |
| Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 (Archived 2016) Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. 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) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Assignment/Project Discussion Discussion | Group work/video pitch-deck presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific | Achieved Goal Achieved Goal Achieved Goal | 179 139 | 82 Group work will be expanded. Group work not only expands understanding of material, but helps build community, and therefore, success rates, among classmates. 173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 135 Expand coordination to secure internships. Work with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with |
| Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 5 (Archived 2016) Work effectively in groups/teams. 2016 Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. | (Spring) 2016 - 2017 (Fall) 2016 - 2017 (Spring) 2017 (Summer) | Discussion Discussion | presentation/group exercises. Internships secured by several students Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific | Achieved Goal Achieved Goal | 179 139 | expands understanding of material, but helps build community, and therefore, success rates, among classmates. 173 Increase availability of internships/industry cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 135 Expand coordination to secure internships. Work with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with |
| opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of business. 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) 2017 (Summer) 2017 - 2018 (Fall) | Discussion Discussion | Coordinate with Career Services, guest speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific | Achieved Goal | 139 | cooperation. Corrdinate with Career Counseling and Director of Workforce Development. 135 Expand coordination to secure internships. Work with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with |
| opportunities in the broad field of business. Program - Real Estate (AA) BUS. 100 Contemporary American Business SLO 6 Increased awareness of career opportunities in the broad field of | (Spring) 2017 (Summer) 2017 - 2018 (Fall) | Discussion | speakers from various fields of business. Several student internships secured. Career paths for each chapter of material were highlighted. Each chapter's material related to a specific | | | with Dir. Workforce Development 30 Increase coordination with new Dir. of Industry Relations/Workforce Development, with |
| opportunities in the broad field of | 2017 - 2018 (Fall) | | were highlighted. Each chapter's material related to a specific | Achieved Goal | 30 | Relations/Workforce Development, with |
| | | Discussion | | | | 222/30003, and was deliced tallways citoris. |
| 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) | | field/career path in business. | c 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 | | Survey | see program review | Achieved Goal | 154 | 135 |
| business. Program - Real Estate ACTG 100 Accounting Procedures SLO 1 Define terms commonly used in Salesperson (CS) 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 ACTG 100 Accounting Procedures SLO 2 Record transactions for a small Salesperson (CS) business, including the sales cycle, | 2016 - 2017 (Spring) | Exam | Objective not met | Did Not Achieve Goal | 104 | 64 Spend additional time on this topic to ensure student understanding. |
| purchasing cycle and payroll Program - Real Estate ACTG 100 Accounting Procedures SLO 3 Record adjusting journal entries for a Salesperson (CS) small business | a 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 78 Continue to support students to ensure continued student success. |
| Program - Real Estate ACTG 100 Accounting Procedures SLO 4 Prepare financial statements for a Salesperson (CS) small business | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 89 Continue to support students to ensure continued student success. |
| Program - Real Estate ACTG 100 Accounting Procedures SLO 5 Describe internal controls for a small Salesperson (CS) business | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 79 Continue to support students to ensure continued student success. |
| Program - Real Estate ACTG 100 Accounting Procedures SLO 6 Explain and demonstrate the ethical Salesperson (CS) behavior required in the accounting | | Exam | Objective met | Achieved Goal | 104 | 81 Continue to support students to ensure continued student success. |
| orofession Program - Retail Management ACTG 100 Accounting Procedures SLO 1 Define terms commonly used in (CA) 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 ACTG 100 Accounting Procedures SLO 2 Record transactions for a small (CA) business, including the sales cycle, | 2016 - 2017 (Spring) | Exam | Objective not met | Did Not Achieve Goal | 104 | 64 Spend additional time on this topic to ensure student understanding. |
| ourchasine cvcle and oavroll Program - Retail Management ACTG 100 Accounting Procedures SLO 3 Record adjusting journal entries for a (CA) small business | a 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 78 Continue to support students to ensure continued student success. |
| Program - Retail Management ACTG 100 Accounting Procedures SLO 4 Prepare financial statements for a (CA) small business | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 89 Continue to support students to ensure continued student success. |
| Program - Retail Management ACTG 100 Accounting Procedures SLO 5 Describe internal controls for a small (CA) business | I 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 104 | 79 Continue to support students to ensure continued student success. |
| Program - Retail Management ACTG 100 Accounting Procedures SLO 6 Explain and demonstrate the ethical (CA) behavior required in the accounting | | Exam | Objective met | Achieved Goal | 104 | 81 Continue to support students to ensure continued student success. |
| profession Program - Retail Management ACTG 121 Financial Accounting SLO 1 Define commonly used terminology (CA) | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 251 | 211 Continue to work with students to ensure student success. |
| Program - Retail Management ACTG 121 Financial Accounting SLO 2 Apply the rules issued by authoritative (CA) standard setting bodies | ve 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 251 | 216 Continue to work with students to ensure student success. |
| Program - Retail Management ACTG 121 Financial Accounting SLO 3 Value assets, liabilities, equities, (CA) 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 ACTG 121 Financial Accounting SLO 4 Prepare financial statements (CA) | 2016 - 2017 (Spring) | Exam | Objective met | Achieved Goal | 251 | 212 Continue to work with students to ensure student success. |
| Program - Retall Management 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 | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 1 | interpersonal settings Explain the basic elements of the communication process in | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 84 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 2 | interpersonal settings Recognize the self-concept development process, its | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 3 | cultural factors that affect perception | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings Analyze physiological, social, and cultural factors that affect perception | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandings Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts Apply learned skills and communication theories in various | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 72 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 5 | communication contexts Demonstrate an understanding of ethical interpersonal communication | 2016 - 2017 (Spring) | Assignment/Project | 3.1 | Achieved Goal | 36 | 36 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 5 | founded on communication theory Demonstrate an understanding of ethical interpersonal communication | 2017 - 2018 (Spring) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 6 | founded on communication theory Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Retail Management (CA) | COMM 130 | Interpersonal Communication | SLO 6 | resolution methods Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Retail Management (CA) | MGMT 235 | Fundamentals of Supervision | SLO 1 | resolution methods 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 materiail |
| 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. | | 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. |

| (CA) | | | development plan. | (Spring) | | | | | 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. | | 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. | | 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 - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 1 | Distinguish among different scales of measurement and their implications. | 2017 - 2018 (Fall) | Other | 98.5% correct see attached | 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- elemProbability>&>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 | values. 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- elemProbability>&>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. | | 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- elemProbability>&>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 Il 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. | | 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. | | 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 - Retail Management MGMT 235 Fundamentals of Supervision

(CA)

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

| Program - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 12 | Identify the basic concept of hypothesis testing including Type I and | 2017 - 2018 | 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 | Il errors. Formulate hypothesis tests involving | ., ., | Exam | On average 65% of students were | Inconclusive | 219 | 142 |
| riogiani sociology (viv.) | | Elementary modelsmy und statistics. See 15 | samples from one and two populations. | 2010 2017 (1411) | Exam. | successful with questions related to this objective. Success was inconsistent across the related questions | inconcius/re | | 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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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 varbal 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. | | 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 - 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 | see docs uploaded to slo 1 | 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. | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 30 |
| Program - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 16 | on interier the associated satisfied techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education. | | 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 - 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 | 2017 - 2018 (Fall) | Other | see docs uploaded to slo 1 | Achieved Goal | 73 | 50 |
| Program - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics SLO 16 | to analyze and interpret applications based on data from disciplines including business, social sciences, psychology life science, health | | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>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- elemProbability>&>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. | 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 | see attached to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to SLO 1 | 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- elemProbability>&>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. | 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 | see docs uploaded to slo 1 | 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- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 26 |

| Program - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 8 | | 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. | | 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 | 2017 - 2018 (Spring) | Exam | tested in Canvas. math 200-AE-AR- elemProbability>&>Statistics Sp 2018 | Achieved Goal | 52 | 43 |
| Program - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics | SLO 9 | | 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 - Sociology (AA-T) | MATH 200 | Elementary Probability and Statistics | | 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. | | 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- elemProbability>&>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 | | 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 | | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 20 | 16 |
| Program - Sociology (AA-T) | PSYC 300 | Social Psychology | SLO 1 | | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 30 | 27 |
| Program - Sociology (AA-T) | PSYC 300 | Social Psychology | SLO 2 | applications to self and to others; identifying biological and cultural | 2016 - 2017 (Fall) | | See program review | Achieved Goal | 30 | 24 |
| Program - Sociology (AA-T) | PSYC 300 | Social Psychology | SLO 3 | influences on social hehavior Apply the course concepts, definitions, examples, and facts to student Flexible & Acting Self and to Groups and Others; examining individual differences and sociocultural | | Survey | See program review | Achieved Goal | 30 | 20 |
| Program - Sociology (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 - Sociology (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 - Sociology (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 - Sociology (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 | | | See program review | Achieved Goal | 30 | 28 |
| Program - Sociology (AA-T) | SOCI 100 | Introduction to Sociology | SLO 1 | Understand and apply the sociological imagination to a variety of contemporary social phenomena. | | Exam | For this learning outcome, over 70% of the students demonstrated competence. | 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 | | 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 2 research methods. | 2016 (Summer) | Exam | Over 70% of the students demonstrated | 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 | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Sociology (AA-T) | SOCI 100 | Introduction to Sociology | SLO 5 | | 2016 (Summer) | Exam | | Achieved Goal | 17 | 14 The assessment did not identify any problems. |
| Program - Sociology (AA-T) | SOCI 100 | Introduction to Sociology | SLO 6 | concepts. Describe and explain the basic dimensions of social inequality and | 2016 (Summer) | Exam | this learning objective successfully. 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 | social change in historical and Assess what social forces and 2 againzational structures are most prominent in shaping, guiding and influencing individual and group | 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 | hehavior in contemporary society Communicate in Spanish in everyday 2 situations. | 2016 - 2017 (Fall) | Exam | 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 | 33of 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 2 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 a 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 | 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 a 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 | 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 2 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 | Achieved Goal | 2 | 2 |
| Program - Spanish (CS) | SPAN 120 | Advanced Elementary Spanish | SLO 1 | Communicate in Spanish in everyday a 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. | | 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 | 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). | n 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, | 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 | purchasing cycle and payroll 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 | 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 | profession 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 | 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 | than 70%) Based on the average scores from 5 online exams (>70% of students that scored more | | 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 | than 70%) Based on the average scores from 5 online exams (>70% of students that scored more | 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 | than 70%) Based on the average scores from 5 online exams (>70% of students that scored more | | 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 | than 70%) Based on the average scores from 5 online exams (>70% of students that scored more | 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, | 2016 - 2017 (Fall) | Exam | than 70%) Based on 3 Practicum exams | Did Not Achieve Goal | 34 | 21 |
| Program - Specialized Pilates Instructor (CA) | BIOL 250 | Human Anatomy | SLO 2 | cadavers. and visual media. 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 nomal functioning relate to clinical issues. | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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) | | 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 | 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 | 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. | | 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 | 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 - Specialized Pilates | BUS. 100 | Contemporary American Business | SLO 2 | Evaluate tax/liability issues and select | 2017 - 2018 (Fall) | Survey | advantageous legal entity as related to see program review | Achieved Goal | 154 | 131 |
| Instructor (CA) Program - Specialized Pilates Instructor (CA) | BUS. 100 | Contemporary American Business | SLO 3 | a legal form of incorporation. 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 | BUS. 100 | Contemporary American Business | SLO 4 | Conduct a market analysis and design | 2017 (Summer) | Assignment/Project | In-class project/exercise. | Achieved Goal | 30 | 28 Eliminate SLO as overlaps with BUS180. |
| Instructor (CA) Program - Specialized Pilates | BUS. 100 | Contemporary American Business | SLO 4 | a marketing mix. Conduct a market analysis and design | 2017 - 2018 (Fall) | Assignment/Project | Food truck project. | Achieved Goal | 160 | 155 Eliminate this SLO as overlaps with BUS180. |
| Instructor (CA) Program - Specialized Pilates | BUS. 100 | Contemporary American Business | SLO 4 | a marketing mix. Conduct a market analysis and design | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 137 |
| Instructor (CA) Program - Specialized Pilates | BUS. 100 | Contemporary American Business | SLO 5 | a marketing mix. Develop communication skills, | 2016 - 2017 (Fall) | Assignment/Project | Increased use of oral/PowerPoint | Achieved Goal | 179 | 173 Add "and practice" to SLO wording? |
| Instructor (CA) Program - Specialized Pilates | BUS. 100 | Contemporary American Business | SLO 5 | including verbal, written, and Develop communication skills, | 2016 - 2017 | Presentation/Perfor | presentation by students Oral presentations in class. Persuasive | Achieved Goal | 139 | 139 Coordinate with Toastmasters. Practice interviews, |
| Instructor (CA) | | . , | | including verbal, written, and presentation. | (Spring) | mance | speech. | | | presentations, pitches. |
| Program - Specialized Pilates Instructor (CA) | BUS. 100 | Contemporary American Business | SLO 5 | Develop communication skills, including verbal, written, and | 2017 (Summer) | Presentation/Perfor mance | 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 | oresentation. Develop communication skills, including verbal, written, and presentation. | 2017 - 2018 (Fall) | Presentation/Perfor mance | 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 | BUS. 100 | Contemporary American Business | SLO 5 | Develop communication skills, | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 148 |
| Instructor (CA) Program - Specialized Pilates | BUS. 100 | Contemporary American Business | SLO 5 (Archived | including verbal, written, and d Work effectively in groups/teams. | 2016 - 2017 | Assignment/Project | Group work/video pitch-deck | Achieved Goal | 86 | 82 Group work will be expanded. Group work not only |
| Instructor (CA) | | , | 2016) | , , , , , , , , , , , , , , , , , , , | (Spring) | | presentation/group exercises. | | | 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. Corrdinate 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 | 2017 - 2018 (Fall) | Survey | see program review | Achieved Goal | 154 | 135 |
| Program - Specialized Pilates | BUS. 150 | Small Business Management | SLO 1 | business. Explain what it means and takes to be | | Exam | Entrepreneurial Learning Institute curricula | Achieved Goal | 19 | 19 Roll this SLO into general entrepreneurial mindset |
| Instructor (CA) Program - Specialized Pilates Instructor (CA) | BUS. 150 | Small Business Management | SLO 2 | an entrepreneur. Understand ethical decision making. | (Spring) 2016 - 2017 (Spring) | Assignment/Project | used. Ethical case studies/decision making/role- playing. | Achieved Goal | 19 | 19 Additional emphasis on equity/social justice. |
| | | | | | | | | | | |

| Program - Specialized Pilates | BUS. 150 | Small Business Management | SLO 3 | Start a small business by conducting a | 2016 - 2017 | Assignment/Project | Pitch-deck competition (state-wide) | Achieved Goal | 19 | 19 Established intra-disctict pitch-deck competition. |
|--|------------|-----------------------------|-------|--|---------------------------|---------------------------|---|---------------|-----|---|
| Instructor (CA) | | | | feasibility study and market analysis for their idea, and examining alternate paths to small business ownership, including franchising | (Spring) | | entered. Class won Silicon Valley/Santa Cruz/Monterey region. Final/capstone project summary business plan. Three | | | 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 | husinesses charted by students 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 | relationship management and | 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 | marketing. Explain the basic elements of the communication process in | 2016 - 2017 (Spring) | Exam | 2.6 | Achieved Goal | 36 | 36 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 1 | interpersonal settings Explain the basic elements of the communication process in | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 84 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 2 | interpersonal settings Recognize the self-concept development process, its | 2016 - 2017 (Spring) | Presentation/Perfor mance | 3.5 | Achieved Goal | 36 | 36 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 2 | multidimensional identity and its role Recognize the self-concept development process, its | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 81 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 3 | multidimensional identity and its role Analyze physiological, social, and cultural factors that affect perception | 2016 - 2017 (Spring) | Essay | 3 | Achieved Goal | 36 | 36 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 3 | and misunderstandings Analyze physiological, social, and cultural factors that affect perception | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 73 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 4 | and misunderstandings Apply learned skills and communication theories in various | 2016 - 2017 (Spring) | Assignment/Project | 3.6 | Achieved Goal | 36 | 36 |
| Program - Specialized Pilates Instructor (CA) | COMM 130 | Interpersonal Communication | SLO 4 | communication contexts 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 | 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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 | 2017 - 2018 (Fall) | Assignment/Project | program review | Achieved Goal | 90 | 80 |
| Program - Specialized Pilates Instructor (CA) | COMM 150 | Intercultural Communication | SLO 1 | resolution methods | 2016 - 2017 (Spring) | Essay | 3.4 | Achieved Goal | 10 | 10 |
| Program - Specialized Pilates Instructor (CA) | COMM 150 | Intercultural Communication | SLO 1 | of communication Explain the influence of culture(s) on communication using various models | 2017 - 2018 (Fall) | Essay | 3.3 | Achieved Goal | 36 | 35 |
| Program - Specialized Pilates Instructor (CA) | COMM 150 | Intercultural Communication | SLO 2 | of communication Distinguish between attitudes, beliefs, and values and critically analyze | 2016 - 2017 (Spring) | Essay | 4 | Achieved Goal | 10 | 10 |
| Program - Specialized Pilates Instructor (CA) | COMM 150 | Intercultural Communication | SLO 3 | 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, | | 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 | | Assignment/Project | 3.7 | Achieved Goal | 10 | 10 |
| Program - Specialized Pilates Instructor (CA) | COMM 150 | Intercultural Communication | SLO 5 | identity and discriminatory 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 | | 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 | | 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, | 2016 - 2017 (Spring) | Presentation/Perfor mance | Students were successful in understanding and engaging in a prescriptive weight training program focusing on the core | 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 | and aerohic canacity at a beginning Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at a beginning | 2017 - 2018 (Fall) | Pre and Post Test | muscle grouns 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 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 |
|---|------------|---------------------|-------|---|-------------------------|------------------------------|--|-----------------|-----|--|
| Program - Specialized Pilates Instructor (CA) | 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 | this time. 54 Based on the assessment results SLO's are appropriate and no further action is necessary at |
| Program - Specialized Pilates Instructor (CA) | 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 | · Achieved Goal | 26 | this time. 25 Based on the assessment results SLO's are appropriate and no further action is necessary at |
| Program - Specialized Pilates Instructor (CA) | FITN 201.1 | Weight Training I | SLO 2 | Demonstrate knowledge of various exercises at a beginning level. | 2017 - 2018 (Fall) | Other | understand which exercises develop those muscles Students demonstrated knowledge of various exercises at a beginning level. | Achieved Goal | 33 | this time. 29 Based on the assessment results SLO's are appropriate and no further action is necessary at |
| Program - Specialized Pilates Instructor (CA) | FITN 201.2 | Weight Training II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate. strength and endurance. | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 30 | this time 29 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.2 | Weight Training II | SLO 1 | and aerobic canacity at an Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.2 | Weight Training II | SLO 1 | and aerobic canacity at an 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 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 | 8 | 8 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.2 | Weight Training II | SLO 1 | intermediate level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | canacity at an intermediate level 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 |
| Program - Specialized Pilates | FITN 201.2 | Weight Training II | SLO 2 | and aerobic canacity at an Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 30 | 30 |
| Instructor (CA) Program - Specialized Pilates Instructor (CA) | FITN 201.2 | Weight Training II | SLO 2 | exercises at an intermediate level. Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Spring) | Other | various exercises 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. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.2 | Weight Training II | SLO 2 | Demonstrate knowledge of various exercises at an intermediate level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | 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. |
| Program - Specialized Pilates Instructor (CA) | 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. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.3 | Weight Training III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.3 | Weight Training III | SLO 1 | and aerobic canacity at an advanced 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 | 66% of 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 | 3 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.3 | Weight Training III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Specialized Pilates Instructor (CA) | FITN 201.3 | Weight Training III | SLO 1 | and aerobic canacity at an advanced Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | 95% of all students Improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time |
| Program - Specialized Pilates | FITN 201.3 | Weight Training III | SLO 2 | and aerobic capacity at an advanced Demonstrate knowledge of various | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 8 | 8 |
| Instructor (CA) Program - Specialized Pilates Instructor (CA) | FITN 201.3 | Weight Training III | SLO 2 | exercises at an advanced level. Demonstrate knowledge of various exercises at an advanced level. | 2016 - 2017 (Spring) | Other | various exercises. All students demonstrated knowledge of various exercises | Achieved Goal | 5 | 5 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.3 | Weight Training III | SLO 2 | Demonstrate knowledge of various exercises at an advanced level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | All students demonstrated knowledge of various exercises at an advanced level. | 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 201.3 | Weight Training III | SLO 2 | Demonstrate knowledge of various exercises at an advanced level. | 2017 - 2018 (Fall) | Other | All students demonstrated knowledge of various exercises at an advanced level. | Achieved Goal | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 2 | 2 |
| Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 1 | and aerobic canacity at an expert leve Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert leve | 2016 - 2017 (Spring) | Pre and Post Test | 99% 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 - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | (Spring) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 1 | and aerohic canacity at an expert leve Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerohic canacity at an expert leve | 2016 - 2017 (Spring) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |

| Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2017 - 2018 (Fall) | Pre and Post Test | This student 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 | FITN 201.4 | Weight Training IV | SLO 2 | | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of | Achieved Goal | 2 | 2 |
| Instructor (CA) Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 2 | exercises at an expert level. Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Spring) | Other | various exercises All students demonstrated knowledge of various exercises | Achieved Goal | 4 | 4 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 2 | Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Spring) | Presentation/Perfor mance | There were no students enrolled in this section | Inconclusive | 0 | Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 201.4 | Weight Training IV | SLO 2 | Demonstrate knowledge of various exercises at an expert level. | 2017 - 2018 (Fall) | Other | This student demonstrated knowledge of various exercises at an expert level. | Achieved Goal | 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 301.1 | Spinning 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 | 19 | 18 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 301.1 | Spinning 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 | 19 | 19 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 301.2 | Spinning 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 | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 301.2 | Spinning 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 | 2 | 2 Based on the assessment results SLO's are appropriate and no further action is necessary at this time. |
| Program - Specialized Pilates Instructor (CA) | FITN 301.3 | Spinning III | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at an advanced | 2016 - 2017 (Fall) | Pre and Post Test | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Program - Specialized Pilates Instructor (CA) | FITN 301.3 | Spinning III | SLO 2 | Demonstrate knowledge of various exercises at an advanced level. | 2016 - 2017 (Fall) | Other | There were no students enrolled in this section | Inconclusive | 0 | 0 There were no students enrolled in this section. |
| Program - Specialized Pilates Instructor (CA) | FITN 301.4 | Spinning IV | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 301.4 | Spinning IV | SLO 2 | and aerohic canacity at an expert level Demonstrate knowledge of various exercises at an expert level. | 2016 - 2017 (Fall) | Other | All students demonstrated knowledge of various exercises | Achieved Goal | 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 334.1 | Yoga I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Specialized Pilates Instructor (CA) | FITN 334.1 | Yoga I | SLO 2 | and aerohic canacity at a heginning 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 - Specialized Pilates Instructor (CA) | FITN 334.2 | Yoga II | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic canacity at an | 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 - Specialized Pilates Instructor (CA) | 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 - Specialized Pilates Instructor (CA) | 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 | 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 - Specialized Pilates Instructor (CA) | 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 - Specialized Pilates Instructor (CA) | 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 - Specialized Pilates Instructor (CA) | 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 - Specialized Pilates Instructor (CA) | FITN 335.1 | Pilates I | SLO 1 | Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, | 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 - Specialized Pilates Instructor (CA) | FITN 335.1 | Pilates I | SLO 2 | and aerohic canacity at a heginning 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 - Specialized Pilates Instructor (CA) | 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 - Specialized Pilates Instructor (CA) | FITN 335.2 | Pilates II | SLO 2 | | 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 - 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 | 2016 - 2017 (Fall) | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 | 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 | level Improve body composition, range of motion, overall body weight, resting heart rate, strength and endurance, and aerobic capacity at an expert level | | Pre and Post Test | 97% of all students improved on one or more of the fitness assessments. | Achieved Goal | 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 | 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | 90% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 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 | aid Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 2016 - 2017 (Spring) | Presentation/Perfor mance | aid 94% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 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 | aid Earn the American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 2017 - 2018 (Fall) | Presentation/Perfor mance | aid 88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | 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 | aid Perform proper Reformer equipment set up. | 2016 - 2017 (Spring) | Exam | aid 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 | 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 | during final naratiral teaching 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 | ; SLO1 | Perform proper Reformer equipment set up. | 2016 - 2017 (Fall) | Presentation/Perfor mance | 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/Perfor mance | 100% of students demonstrated adequate skill and knowledge of the Pilates Apparatus Exercises during lab practice and | | 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 | on paner exams 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 | PSYC 100 | General Psychology | SLO 3 | Critically evaluate claims and evidence | 2016 - 2017 (Fall) | | Program Review | Achieved Goal | 450 | 300 |
| Instructor (CA) Program - Specialized Pilates | PSYC 100 | General Psychology | SLO 4 | in psychological research; Describe biological aspects of human | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 450 | 310 |
| Instructor (CA) Program - Specialized Pilates | PSYC 100 | General Psychology | SLO 5 | behavior; Demonstrate knowledge of the | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 450 | 396 |
| Instructor (CA) Program - Specialized Pilates Instructor (CA) | PSYC 200 | Developmental Psychology | SLO 1 | scientific method and experimental Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and | | 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 | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 75 |
| Program - Specialized Pilates Instructor (CA) | PSYC 200 | Developmental Psychology | SLO 3 | development in a biopsychosocial 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 | 2016 - 2017 (Fall) | Survey | See Program Review | Achieved Goal | 110 | 62 |
| Program - Specialized Pilates Instructor (CA) | PSYC 200 | Developmental Psychology | SLO 5 | apoly to real world problems and 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 - Specialized Pilates Instructor (CA) | PSYC 200 | Developmental Psychology | SLO 6 | nrovided by asychological 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 | develonment Identify and describe classic and contemporary theories and research in lifespan psychology. | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 73 |
| | | | | | | | | | | |

| Program - Specialized Pilat | es PSYC 200 | Developmental Psychology | SLO 8 | Describe the developing person at | 2016 - 2017 (Fall) | | See Program Review | Achieved Goal | 110 | 66 |
|--|-------------|---|-------|---|--------------------|--------|--|----------------|-----|----|
| Instructor (CA) Program - Specialized Pilat | | Developmental Psychology | SLO 9 | different periods of the lifespan. Identify possible causes or sources of | 2016 2017 (Fall) | Suprav | | Achieved Goal | 110 | 97 |
| Instructor (CA) | es P31C 200 | Developmental Psychology | 310 9 | developmental change and reasons for disturbances in the developmental | | Survey | See Program Review | Actileved Goal | 110 | 97 |
| Program - Specialized Pilat Instructor (CA) | es 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 Pilat Instructor (CA) | es 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 | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 35 |
| Program - Specialized Pilat Instructor (CA) | es PSYC 220 | Introduction to Psychobiology | SLO 3 | research that characterize the 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 Pilat Instructor (CA) | es PSYC 220 | Introduction to Psychobiology | SLO 4 | Phinlow of hehavior? 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 Pilat Instructor (CA) | es PSYC 220 | Introduction to Psychobiology | SLO 5 | Explain scientific approaches used in methodologies for the study of brain- | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 47 |
| Program - Specialized Pilat Instructor (CA) | es PSYC 220 | Introduction to Psychobiology | SLO 6 | 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 |
| Program - Specialized Pilat Instructor (CA) | es 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 Pilat Instructor (CA) | es 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 Pilat Instructor (CA) | es 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 | 2016 - 2017 (Fall) | Survey | See program review | Achieved Goal | 50 | 46 |
| | | | | dependence, and psychiatric disorders | | | | | | |
| Program - Studio Art (AA-1 |) 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, | 2016 (Summer) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 31 | 30 |
| Program - Studio Art (AA-1 |) ART 101 | Art and Architecture from the Ancient World to Medieval Times (c. 1400) | SLO 1 | nrovenance and approximate date Recognize and identify the major masterpieces of the period according to subject or title, artist, style, | 2016 - 2017 (Fall) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 51 | 49 |
| Program - Studio Art (AA-1 |) 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 | 2016 (Summer) | | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 31 | 30 |
| Program - Studio Art (AA-1 |) ART 101 | Art and Architecture from the Ancient World to Medieval Times (c. 1400) | SLO 2 | of art 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-1 | 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 | 2016 (Summer) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 31 | 30 |
| Program - Studio Art (AA-1 | 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 | 2016 - 2017 (Fall) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 51 | 49 |
| Program - Studio Art (AA-1 |) 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-1 |) 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-1 | 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 | | Essay | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 31 | 30 |
| Program - Studio Art (AA-1 | ART 101 | Art and Architecture from the Ancient World to Medieval Times (c. 1400) | SLO 5 | its historical context Recognize, understand and explain the stylistic characteristics of a work of art in a general way in order to place it in | | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 51 | 49 |
| Program - Studio Art (AA-1 | ART 102 | Art of Renaissance and Baroque (c. 1300-1700) | SLO 1 | its historical context Recognize and identify the most important works of art of the period according to subject or title, artist (if known), style, provenance, and | 2016 - 2017 (Fall) | Exam | A satisfactory number of students demonstrated mastery of this goal. | Achieved Goal | 28 | 26 |
| Program - Studio Art (AA-1 | r) ART 102 | Art of Renaissance and Baroque (c. 1300-1700) | SLO 2 | annovimate date 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 | 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 | period in relationship to the societies in which they were created and be able to discuss the cultural, philosophical, political, social, and | 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 | 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 | important works of art from the 18th to the 20th centuries according to subject or title, artist (if known), style, | 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 | the stylistic characteristics of works of art from the 18th to 20th century in | 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 | major styles that emerge in the Western visual tradition from the 18th | 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 | to the 20th century 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 | 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 | 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 | annropriate vocabulary and language 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 | 2016 - 2017 (Spring) | Discussion | portionios and extinctions. 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 | | 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) Program - Studio Art (AA-T) | ART 200 ART 200 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation | SLO 3 SLO 4 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to | (Spring) 2016 - 2017 (Spring) | | | | 7 | |
| | | | | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nublir identify and create promotional materials such as a resume, written statement, hard copy and digital | (Spring) 2016 - 2017 (Spring) | Capstone Project | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and | Achieved Goal | 7 7 | current approach. 7 The success of this SLO confirms the merits of the |
| Program - Studio Art (AA-T) | ART 200 | Fine Art Portfolio Preparation | SLO 4 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nishir identify and create promotional materials such as a resume, written statement, hard copy and digital nortfolios and web nresence investigate appropriate venues for | (Spring) 2016 - 2017 (Spring) 2016 - 2017 | Capstone Project | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, | Achieved Goal Achieved Goal | 7 7 7 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the |
| Program - Studio Art (AA-T) Program - Studio Art (AA-T) | ART 200 ART 200 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation | SLO 4 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nuhlir identify and create promotional materials such as a resume, written statement, hard copy and digital noriffnins and web nresence Investigate appropriate venues for portfolio submission. Develop and apply the principles of composition (design and organization) | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 | Capstone Project Capstone Project Capstone Project | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, similar to SLO #4. SLO #6 resulted in a successful exhibition of | Achieved Goal Achieved Goal | 7 7 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the |
| Program - Studio Art (AA-T) Program - Studio Art (AA-T) Program - Studio Art (AA-T) | ART 200 ART 200 ART 200 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation Fine Art Portfolio Preparation | SLO 4 SLO 5 SLO 6 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nublic identify and create promotional materials such as a resume, written statement, hard copy and digital nortfolios and web presence investigate appropriate venues for portfolio submission. Develop and apply the principles of composition (design and organization) in drawing. Demonstrate observational skills and | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) | Capstone Project Capstone Project Capstone Project Portfolio | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, similar to SLO #4. SLO #6 resulted in a successful exhibition of the student's work. Average for 3 sections of this class is 90% Average of three sections of this course is | Achieved Goal Achieved Goal Achieved Goal | 7 7 80 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. |
| Program - Studio Art (AA-T) | ART 200 ART 200 ART 200 ART 201 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation Fine Art Portfolio Preparation Drawing and Composition I | SLO 4 SLO 5 SLO 6 SLO 1 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nublic identify and create promotional materials such as a resume, written statement, hard copy and digital nonrfolins and web presence Investigate appropriate venues for portfolio submission. Develop and apply the principles of composition (design and organization) in drawine. Demonstrate observational skills and proportional measurement. | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) | Capstone Project Capstone Project Capstone Project Portfolio Portfolio | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, similar to SLO #4. SLO #6 resulted in a successful exhibition of the student's work. Average for 3 sections of this class is 90% | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 7 7 7 80 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 78 Confirmed the merits of the current approaches. |
| Program - Studio Art (AA-T) | ART 200 ART 200 ART 200 ART 201 ART 201 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation Fine Art Portfolio Preparation Drawing and Composition I Drawing and Composition I | SLO 4 SLO 5 SLO 6 SLO 1 SLO 2 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nuhlir identify and create promotional materials such as a resume, written statement, hard copy and digital nortfolins and web presence Investigate appropriate venues for portfolio submission. Develop and apply the principles of composition (design and organization) in drawing. Demonstrate observational skills and proportional measurement. Use value and planes to describe forms and space. | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Capstone Project Capstone Project Capstone Project Portfolio Portfolio Portfolio | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, similar to SLO #4. SLO #6 resulted in a successful exhibition of the student's work. Average for 3 sections of this class is 90% Average of three sections of this course is 90% Average of three sections of this course is | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 7 7 7 80 80 80 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 Example 1 Confirmed the merits of the current approaches. 7 Confirmed the merits of the current approach. 7 While fairly successful, this is an area that we can |
| Program - Studio Art (AA-T) | ART 200 ART 200 ART 200 ART 201 ART 201 ART 201 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation Fine Art Portfolio Preparation Drawing and Composition I Drawing and Composition I Drawing and Composition I | SLO 4 SLO 5 SLO 6 SLO 1 SLO 2 SLO 3 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nublic identify and create promotional materials such as a resume, written statement, hard copy and digital norifolios and web presence investigate appropriate venues for portfolio submission. Develop and apply the principles of composition (design and organization) in drawine. Demonstrate observational skills and proportional measurement. Use value and planes to describe forms and space. Apply basic principles of spatial illusion, including linear, atmospheric | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Capstone Project Capstone Project Capstone Project Portfolio Portfolio Portfolio Portfolio | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, similar to SLO #4. SLO #6 resulted in a successful exhibition of the student's work. Average for 3 sections of this class is 90% Average of three sections of this course is 90% Average of three sections of this course is 86% Average of three sections of this course is 100% | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 7 7 80 80 80 80 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 8 Confirmed the merits of the current approaches. 7 Confirmed the merits of the current approach. 7 While fairly successful, this is an area that we can improve upon and will stress in future semesters. 7 Each section had a widely different outcome for this SLO, which points out that the three instructors |
| Program - Studio Art (AA-T) Program - Studio Art (AA-T) | ART 200 ART 200 ART 201 ART 201 ART 201 ART 201 | Fine Art Portfolio Preparation Fine Art Portfolio Preparation Fine Art Portfolio Preparation Drawing and Composition I Drawing and Composition I Drawing and Composition I | SLO 4 SLO 5 SLO 6 SLO 1 SLO 2 SLO 3 SLO 4 | and aesthetic in one's chosen field. Plan and acquire quality image representation of one's work, resulting in a portfolio ready for presentation to the nuhlir identify and create promotional materials such as a resume, written statement, hard copy and digital nontfolios and web presence Investigate appropriate venues for portfolio submission. Develop and apply the principles of composition (design and organization) in drawine. Develop and apply the principles of pormostrate observational skills and proportional measurement. Use value and planes to describe forms and space. Apply basic principles of spatial illusion, including linear, atmospheric and other perspective systems. Use a variety of drawing materials and techniques. | (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2016 - 2017 (Spring) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) 2017 - 2018 (Fall) | Capstone Project Capstone Project Portfolio Portfolio Portfolio Portfolio Portfolio | insure that this SLO will be met. Students created web sites, resumes and presented their work both orally and visually. Part of the capstone project of this course, similar to SLO #4. SLO #6 resulted in a successful exhibition of the student's work. Average for 3 sections of this class is 90% Average of three sections of this course is 90% Average of three sections of this course is 86% Average of three sections of this course is 87% | Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal Achieved Goal | 7 7 80 80 80 80 | current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 7 The success of this SLO confirms the merits of the current approach. 8 Confirmed the merits of the current approaches. 7 Confirmed the merits of the current approaches. 7 Confirmed the merits of the current approaches. 7 While fairly successful, this is an area that we can improve upon and will stress in future semesters. 7 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. |

| Page | Program - Studio Art (AA-T) | ART 201 | Drawing and Composition I | SLO 8 | | 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. |
|--|-----------------------------|---------|--------------------------------|-------|---|-------------------------|-----------|---|----------------------|----|---|
| Page | Program - Studio Art (AA-T) | ART 201 | Drawing and Composition I | SLO 9 | developments, critical trends, | | 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. |
| Page 1985 | Program - Studio Art (AA-T) | ART 202 | Drawing and Composition II | SLO 1 | interpret and apply formal design elements in the production of images | | Portfolio | and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current approach. |
| Appeals Supple | Program - Studio Art (AA-T) | 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 | 2017 - 2018 (Fall) | Portfolio | and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merit of the current approaches. |
| Pagears Section And Julia All 2000 Continued to an extraction processed to the section of section of section of section of page and processed to the section of page and page a | Program - Studio Art (AA-T) | ART 202 | Drawing and Composition II | SLO 3 | supports and surfaces for mixed media | | Portfolio | and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merit of the current approaches. |
| Pagern | Program - Studio Art (AA-T) | ART 202 | Drawing and Composition II | SLO 4 | Evaluate and critique class projects using relevant terminology in oral or | 2017 - 2018 (Fall) | Portfolio | Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current methodologies. |
| Pagern - Studio Art [AA-7] ART 200 Pagern Design Art for Company Section (Company Sec | Program - Studio Art (AA-T) | ART 202 | Drawing and Composition II | SLO 5 | Examine and describe historical and contemporary developments, trends, | 2017 - 2018 (Fall) | Portfolio | Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current methodologies. |
| Peguan Studio Art (Ar-) Art 20 | Program - Studio Art (AA-T) | ART 202 | Drawing and Composition II | SLO 6 | Develop and express ideas and concepts through verbal and visual | 2017 - 2018 (Fall) | Portfolio | Four students were assessed in one section and scores were 95%, 94%, 89% and 79%, | Achieved Goal | 4 | 4 Confirmed the merits of the current approaches. |
| Figure - Studio Art (AA-T) Art 206 | 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 | | 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 | Achieved Goal | 17 | Examine why just a few students seem to be falling |
| Program - Studio Art (AA-T) ART 200 | Program - Studio Art (AA-T) | ART 206 | Figure Drawing and Portraiture | SLO 2 | ability to capture the live model based on line and gesture within ten | 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 | 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) | Program - Studio Art (AA-T) | ART 206 | Figure Drawing and Portraiture | SLO 3 | a variety of media including, but not limited to, charcoal, conte, ink, pastel | 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, | Achieved Goal | 17 | |
| Program - Studio Art (A-T) ART 206 Figure Drawing and Portraiture of waterward and that of the current approaches and professional artists. Program - Studio Art (A-T) ART 207 Ufe Drawing Program - Studio Art (A-T) ART 20 | Program - Studio Art (AA-T) | ART 206 | Figure Drawing and Portraiture | | proficiency in describing and interpreting the human head and | 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, | Achieved Goal | 17 | 15 Not sure why this SLO was archived, but it is vital to the success of students in the class. |
| Frogram - Studio Art (AA-T) Program - Studio Art (AA-T) Pr | Program - Studio Art (AA-T) | ART 206 | Figure Drawing and Portraiture | SLO 4 | own artwork and that of their peers | 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, | Achieved Goal | 17 | although we would like to examine why just a few |
| Program - Studio Art (AA-T) | Program - Studio Art (AA-T) | ART 206 | Figure Drawing and Portraiture | SLO 5 | demonstrate an understanding of the use of the human figure in modern | 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 | Achieved Goal | 17 | but we'd like to figure out ways to help the few |
| Program - Studio Art (AA-T) ART 207 Life Drawing SLO 2 Develop expressive content through manipulation of line, form, value, composition posture, and anatomic announce of the program - Studio Art (AA-T) ART 207 Life Drawing SLO 3 Evaluate and critique class projects witten formats. Program - Studio Art (AA-T) ART 207 Life Drawing SLO 4 Examine and describe the major bistorical, contemporary, and critical (Spring) Program - Studio Art (AA-T) ART 207 Life Drawing SLO 3 Evaluate and critique class projects witten formats. Program - Studio Art (AA-T) ART 207 Life Drawing SLO 4 Examine and describe the major (Spring) Program - Studio Art (AA-T) ART 207 Life Drawing SLO 4 Examine and describe the major (Spring) Program - Studio Art (AA-T) ART 207 Life Drawing SLO 4 Examine and describe the major (Spring) | Program - Studio Art (AA-T) | ART 207 | Life Drawing | SLO 1 | the live figure model in a wide range of drawing media that demonstrate successful development, application, | | 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 2016 - 2017 Portfolio 66% successful Did Not Achieve Goal 18 12 Suggests a need for new approaches. uing relevant terminology in oral or written formats. Program - Studio Art (AA-T) ART 207 Life Drawing SLO 4 Examine and describe the major 2016 - 2017 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 (Spring) | Program - Studio Art (AA-T) | ART 207 | Life Drawing | SLO 2 | Develop expressive content through manipulation of line, form, value, | | 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 2016 - 2017 Portfolio 66% successful Did Not Achieve Goal 18 12 Suggests a need for new approaches. historical, contemporary, and critical (Spring) | Program - Studio Art (AA-T) | ART 207 | Life Drawing | SLO 3 | proportions Evaluate and critique class projects using relevant terminology in oral or | | 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 | | 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 20 extreme visual sensitivity to the optical effects of color relativity. | 017 - 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 20 of color in any color medium. | 017 - 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 20 own color choices and that of | 017 - 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 | professional artists. Apply the theoretical process of mixing 20 any color in a wet medium. | 017 - 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 20 color and discern the expressive and | 017 - 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 | informative value of both. Create paintings that evince a working 20 knowledge of the physical properties | 017 - 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 | of oil paintine materials. Create paintings that evince a working 20 knowledge of the physical properties of oil painting materials. | 017 - 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. | 017 - 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. | 017 - 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 20 surfaces and supports. | 017 - 2018 (Fall) | Portfolio | 100% | Achieved Goal | 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 | manipulation of mark, color, value, | 017 - 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 | contemporary developments, trends, | 017 - 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 | materials. and approaches in painting. Assess and critique paintings in group, 20 individual, and written contexts using relevant critique formats, concepts | 017 - 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 | and terminology Safely handle and use studio painting 20 materials and equipment. | 017 - 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 20 based upon light theory, color, | 017 - 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 | construction and methodology of oil painting, including supports, grounds, mediums, solvents, brushes and paint | 017 - 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 | painting techniques including underpainting (grisaille and wipe-out | 017 - 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 | understanding of art history and how it relates to oil painting, their own painting and various contemporary | 017 - 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 | styles and movements Formulate an art vocabulary and visual 20 "eye" through individual and group | 017 - 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 | critiques. Make choices and decisions about his 20 or her personal direction and voice as | 017 - 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 | an artist. Use painting as a critical thinking tool 20 to examine, observe, discover and create what was previously unseen or | 017 - 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 | unknown about themselves art and Create paintings that evince a working 20 knowledge of the physical properties | 017 - 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 | elements and principles of design in | 017 - 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 | paintings. Apply the principles of perceptually 20 and theoretically based color theory to painting projects. | 017 - 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 | manipulation of mark, color, value, | 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 | contemporary developments, trends, | 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 | materials, and approaches in painting. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts | 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 | and terminology Safely handle and use studio painting | 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 | materials and equipment. Construct acrylic paintings using supports, grounds, mediums, brushes | 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 | and paints with increased technical Create a portfolio of acrylic paintings based on an understanding of light | 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 | 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 - Studio Art (AA-T) | ART 226 | Acrylic Painting II | SLO 4 | compositions using acrylic mediums. Describe, interpret and assess their own artwork and that of their peers | 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 | and professional artists. Identify and create paintings based on | 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 | an underlying abstract structure. Create paintings that evince a working knowledge of the physical properties | | 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 | of watercolor painting materials. Organize and apply the basic formal elements and principles of design in | 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 | and theoretically based color theory to | 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 | painting projects. Construct and prepare watercolor | 2016 - 2017 | 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 | painting surfaces and supports. Develop expressive content through manipulation of mark, color, value, | (Spring) 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 | | 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 | materials, and approaches in painting. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts | | 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 | and terminology 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 | 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 | 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. |

95% successful

Achieved Goal

10

10 Some people have difficulty using staple guns and

Program - Studio Art (AA-T) ART 225 Acrylic Painting I

SLO 4

Construct and prepare acrylic painting 2017 - 2018 (Fall) Portfolio

| ART 383 | Intermediate Digital Photography | SLO 2 | | 2016 - 2017 (Fall) | Portfolio | 90% The students are able to achieve portfolio success due to the two suites portfolios, allowing acute concentration | Achieved Goal | 20 | 18 Continue the 2 suite assignment structure. |
|------------|--|---|--|--|--|--|--|---|---|
| ART 383 | Intermediate Digital Photography | SLO 3 | | 2016 - 2017 (Fall) | Portfolio | with the assignments 80% success rate. | Achieved Goal | 20 | 16 |
| ART 383 | Intermediate Digital Photography | SLO 4 | | 2016 - 2017 (Fall) | Assignment/Project | 70% success rate | Inconclusive | 20 | 14 Send students to the writing lab for help for those |
| | , | | work and the work of others. | , , , | | | | | who struggle due, to students to llanguage issues. |
| 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. |
| ART 384 | Advanced Digital Photography | SLO 2 | | 2016 - 2017 (Fall) | Portfolio | 90% success rate | Achieved Goal | 20 | 18 |
| ART 384 | Advanced Digital Photography | SLO 3 | Demonstrate a clear artistic | 2016 - 2017 (Fall) | Portfolio | | Achieved Goal | 20 | 20 |
| ART 384 | Advanced Digital Photography | SLO 4 | Critically examine and evaluate their | 2016 - 2017 (Fall) | Essay | 80% were able to write and evaluate their | Inconclusive | 20 | 16 Results are difficult to assess due to students |
| | | | work and the work of others. | | | work and the work of professionals inter museum report and verbally during the critique. | | | 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. |
| 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 | Achieved Goal | 5 | 4 |
| ART 394 | Experimental Photography 4 | SLO 1 | photographs, a mastery of photographic techniques, including: Infra-red; negative image; multiple | 2016 - 2017 (Fall) | Portfolio | the arciactic photographs 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. |
| V B.T. 301 | Evnerimental Photography 4 | \$10.2 | | 2016 - 2017 (Fall) | Assignment/Project | 100% | Achieved Goal | 2 | 2 |
| | | SLO 1 | work, the work of their peers and the work of professional photographers. | | | | Achieved Goal | 11 | 10 |
| | | | | | • | | | | |
| ART 405 | Sculpture I | SLO 1 | | | Portfolio | 10 of 11 completed at least min number of works | Achieved Goal | 11 | 10 |
| ART 405 | Sculpture I | SLO 1 | | | Portfolio | 10 of 11 completed at least one work | Achieved Goal | 11 | 10 |
| ART 405 | Sculpture I | SLO 2 | basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, | | Portfolio | 10 of 11 completed work | Achieved Goal | 11 | 10 student success was good |
| ART 405 | Sculpture I | SLO 3 | Display basic skills and craftsmanship in sculpture media using the formal | | Portfolio | 10 of 11 completed work | Achieved Goal | 11 | 10 |
| ART 405 | Sculpture I | SLO 4 | Create sculptural works that demonstrate understanding of representational, abstract, non- | | | 10 of 11 | Achieved Goal | 11 | 10 |
| ART 405 | Sculpture I | SLO 5 | Examine and describe historical and contemporary developments, trends, | | Assignment/Project | 8 of 11 completed written assignment. | Achieved Goal | 11 | 8 |
| ART 405 | Sculpture I | SLO 6 | Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, | | Survey | 8 of 11 completed the course and passed the class. | Achieved Goal | 11 | 8 |
| ART 405 | Sculpture I | SLO 7 | Safely utilize tools and specialized | | Survey | all student used tools safely. no injuries. | Achieved Goal | 11 | 11 |
| ART 406 | Sculpture II | SLO 1 | Complete a sculpture by constructing | 2016 - 2017 | Assignment/Project | three completed the work. I am waiting to see the fourths work. | Achieved Goal | 4 | 3 |
| | RT 383 RT 384 RT 384 RT 384 RT 384 RT 384 RT 384 RT 395 RT 405 | Intermediate Digital Photography | Intermediate Digital Photography SLO 3 Intermediate Digital Photography SLO 4 IRT 383 Intermediate Digital Photography SLO 1 IRT 384 Advanced Digital Photography SLO 2 IRT 384 Advanced Digital Photography SLO 3 IRT 385 Experimental Photography 4 IRT 394 Experimental Photography 4 IRT 395 Sculpture I IRT 405 Sc | RT 383 Intermediate Digital Photography SLO 3 Demonstrate a clear artistic perspective. RT 383 Intermediate Digital Photography SLO 4 Critically analyze and evaluate their work and the work of others. RT 384 Advanced Digital Photography SLO 2 Demonstrate, through his or her photographs, a knowledge of an understanding of effective composition. RT 384 Advanced Digital Photography SLO 2 Demonstrate use of the digital darkroom to produce a professional darkroom to produce a professional darkroom to produce a professional photography SLO 3 Demonstrate use of the digital darkroom to produce a professional photography SLO 4 Critically analyze and evaluate their work and the work of others. RT 384 Advanced Digital Photography SLO 3 Demonstrate a clear artistic perspective. RT 385 Experimental Photography SLO 4 Critically analyze and evaluate their work and the work of others. RT 386 Experimental Photography 4 SLO 2 Critically analyze and evaluate their work and the work of others. RT 387 Experimental Photography 4 SLO 2 Critically analyze and evaluate their work in their photographs a mattery of photographs a mattery of photographs a mattery of photographs a mattery of photographs and evaluate their work, the work of others. RT 388 Experimental Photography 4 SLO 2 Critically analyze and evaluate their work, the work of others and the work of orders and the solution of the following put are not limited to plaster, city, wood, stone, glass, bronze, inno, steed, concrete and the following, but are not limited to plaster, city, wood, stone, glass, bronze, inno, steed, concrete and the following, but are not limited to plaster, city, wood, stone, glass, bronze, inno, steed, concrete and the following, but are not limited to plaster, city, wood, | ## 333 Intermediate Digital Photography SLO 3 Demonstrate a clear artistic perspective. 2016 - 2017 [Fall] ## 334 Advanced Digital Photography SLO 1 Demonstrate, through his or her photography a knowledge of an understanding of effective composition. ## 334 Advanced Digital Photography SLO 2 Demonstrate, through his or her photography, a knowledge of an understanding of effective composition. ## 334 Advanced Digital Photography SLO 2 Demonstrate use of the digital Advanced Digital Photography SLO 3 Demonstrate use of the digital and photography SLO 3 Demonstrate use of the digital Photography SLO 4 Demonstrate use of the digital Photography SLO 4 Demonstrate use of the digital Photography SLO 4 Demonstrate clear artistic personal photography SLO 4 Demonstrate clear artistic personal photography SLO 4 Demonstrate clear artistic personal photography SLO 5 Demonstrate, through their photography SLO 6 SLO 7 SLO | AT 383 Intermediate Digital Photography SLO 3 Demonstrate a clear artistic perspective. Advanced Digital Photography SLO 4 Critically examine and evaluate their voice of the digital composition. At 384 Advanced Digital Photography SLO 2 Demonstrate, through his or her photography, a throwledge of an an examine and the voice of the digital composition. At 384 Advanced Digital Photography SLO 2 Demonstrate, through his or her photography, a throwledge of an examine and the voice of the digital composition. At 384 Advanced Digital Photography SLO 3 Demonstrate use of the digital composition. At 384 Advanced Digital Photography SLO 3 Demonstrate use of the digital composition. At 384 Advanced Digital Photography SLO 3 Demonstrate use of the digital composition. At 384 Advanced Digital Photography SLO 3 Demonstrate use of the digital composition. At 384 Advanced Digital Photography SLO 3 Demonstrate use of the digital composition. At 385 Experimental Photography SLO 4 Critically examine and evaluate their voice. At 386 Experimental Photography A SLO 2 Critically examine and evaluate their voice. The voice of photography and conducts their voice and the voice of their peers and the voice of photography and voice and voice and the voice of photography and voice and the voice of photography and voice and voice and the voice of photography and voice and voice and the voice of photography and voice and the voice of photography and voice and voice and the voice of photography and voice and the photography and voice and the voice of photography and voice | Infection uses of the digital principality of the composition of principal principality of the composition of of the | Part Part | Part Part |

| Program - Studio Art (AA-T) | ART 406 | Sculpture II | SLO 2 | Construct works of structural integrity. | | Assignment/Project | 3 Of completed the work | Achieved Goal | 4 | 3 |
|-------------------------------|----------|---|-------|--|-------------------------------------|---------------------------|--|----------------------|-----|--|
| Program - Studio Art (AA-T) | ART 411 | Ceramics I | SLO 1 | Differentiate clay varieties and ceramic processes | (Spring) 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 | 2016 - 2017 (Spring) | Portfolio | completed works | Achieved Goal | 15 | 14 |
| Program - Studio Art (AA-T) | ART 411 | Ceramics I | SLO 3 | techniques Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating | 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, | 2016 - 2017 | Essay | Completed written assignment | Achieved Goal | 15 | 14 |
| Program - Studio Art (AA-T) | ART 411 | Ceramics I | SLO 6 | materials. and approaches in ceramics Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts | | Discussion | all student participated | Achieved Goal | 15 | 14 |
| Program - Studio Art (AA-T) | ART 411 | Ceramics I | SLO 7 | and terminology 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 | Presentation/Perfor mance | 12 Of 12 completed at least one blaze test | Achieved Goal | 12 | 12 |
| Program - Studio Art (AA-T) | ART 412 | Ceramics II | SLO 2 | Demonstrate ability manipulate | | | 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. | | | 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 | | | 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, | 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 | purchasing cycle and payroll 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 | | 2016 - 2017 (Spring) | | 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. | | | 36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable. | Achieved Goal | 14 | 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) | | 36% of students met the outcome on the pre-test vs. 64% on the post-test. Results are favorable. | Achieved Goal | 14 | 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) | | 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) | | 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. | | | 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 | 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 | concepts 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 | 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 | menus and icons to access software 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 | 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 | service business using QuickBooks 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 | 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 | | | 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 | 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 | 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 - 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. | | 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 | 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. | | 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 SLO 3 Software | Calculate gross income and exclusions. 20 (Sp | 016 - 2017 pring) | | 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 SLO 4 Software | | 016 - 2017 pring) | | 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 SLO 5 Software | | 016 - 2017 pring) | | 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 SLO 6 Software | Calculate additional taxes and 20 penalties pursuant to Affordable Care (Sp. Act (Obamacare). | | | 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 SLO 7 Software | | 016 - 2017 pring) | | 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 SLO 1 Using Tax Software | Explain the role and expectations of a 20 fiduciary for a trust or estate | 017 - 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 SLO 2 Using Tax Software | Demonstrate understanding of the necessary tax decisions for a decedent?s estate | 017 - 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 SLO 3 Using Tax Software | Describe the requirements for a trust 20 and the major types of trusts that tax professionals will encounter | 017 - 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 SLO 4 Using Tax Software | Demonstrate competency in preparing 20 federal Forms 1041 and CA Form 541 for both an estate and a trust | 017 - 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 SLO 5 Using Tax Software | Explain when a reportable gift has 20 occurred and the need for a gift tax return | 017 - 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 SLO 6 Using Tax Software | Demonstrate competency in preparing 20 federal Form 709 for reportable gifts made by a donor | 017 - 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) | | Taxation of Trusts, Gifts, and Estates SLO 7 Using Tax Software | Calculate additional taxes pursuant to 20 Affordable Care Act (Obamacare) | 017 - 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 SLO 1 Information Science | Articulate a general understanding of 20. computers and digital basics | 016 - 2017 (Fall) | | 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 studends 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 homwork 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 wll. 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 | | 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 HTML5 documents. | 2016 (Summer) | Assignment/Project | using HTML. Out of 31 students 30 were | Achieved Goal | 31 | 30 |
| Program - Web and Mobile Application Development (AS) | CIS 111 | Introduction to Internet Programming | SLO 2 | Create HTML and HTML5 documents. | 2016 - 2017 (Spring) | Assignment/Project | able to finish the 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 HTML5 documents. | 2016 (Summer) | Assignment/Project | using CSS. Out of 31 students 30 were able | 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 HTML5 documents. | | Assignment/Project | to finish the proiect. 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, | 2016 - 2017 (Fall) | Assignment/Project | Students were asked to add interactivity to a site using JavaScript. Out of 23 students | Achieved Goal | 23 | 19 |
| Program - Web and Mobile Application Development (AS) | CIS 111 | Introduction to Internet Programming | SLO 4 | programs employing variables, | 2016 - 2017 (Spring) | Assignment/Project | 19 were successful. 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 | conditional statements. and control 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 |

| 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 | 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 | | 2016 - 2017 (Fall) | Assignment/Project | Students were asked to connect a given website to a database server using PHP. Out of 18 students16 were successful. | 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 | application employing Ajax. Out of 18 | 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 | students 16 were successful. 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 | that integrate HTML5 with JavaScript | 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 | using event handlers. 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 2/24/17 | 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 | 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 | server-side languiage 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. | 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 | 2016 - 2017 (Fall) | Exam | 5/26/17 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 | various applications. Explain JavaScript design patterns and illustrate how they are used to create various applications. | | Assignment/Project | 14 out of 14 students answered the question correctly 100% of the students met the criterion 5/76/17 | 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. | | 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 5/10/17 | 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 quanitify 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 quanitify 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. | | 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. | | Assignment/Project | SLO satisfied. Students designed and implemented a dictionary of identifers 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 | 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 | interactive Python applications. 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 | 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 | data. 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 tableusing 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 tableusing 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 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 - 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) | | 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- | 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 | Controller framework. 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 geneal 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 | (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 | control Explain shell-specific facilities including the use of environmental and local variables, and the built-in | 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 | nrogramming language 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 resourses 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. | | 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. | | 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 105 using a mobile | 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 | | 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 | framework such as PhoneGan 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 1.7 students participated. Grade performance was 70% Final Exam: 15 students participated and | 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) | | 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) | | Four SQL assignments and two Relational Algebra assignments dealing with a wide range of quires 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 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 | 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 | optimization. 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, | 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 | device emulator, and profiling tools. Build user interfaces with fragments, views, form widgets, text input, lists, | 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 | tables. and menus. 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 | 2016 - 2017 (Spring) | Assignment/Project | 100% of students completing assignment 7 (Employees and EmployeeList apps with | Achieved Goal | 9 | 9 Continue with current strategy |
| Program - Web and Mobile Application Development (AS) | CIS 135 | Android Programming | SLO 6 | locations. Create an advanced mobile application employing sensors, maps, and other | 2016 - 2017 (Spring) | Assignment/Project | database) did it correctly. 100% of students completing assignment 8 (interactive Google maps app with markers) | | 9 | 9 Continue with current strategy |
| Program - Web and Mobile Application Development (AS) | CIS 254 | Introduction to Object-Oriented Program Design | SLO 1 | features. Analyze and explain the behavior of programs involving the fundamental | 2016 - 2017 (Fall) | Exam | did it correctly. Test question Students must trace program code and give expected output with an | 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 | program constructs Analyze and explain the behavior of programs involving the fundamental program constructs | 2016 - 2017 (Spring) | Exam | explanation of code behavior. 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 achieving 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. | | 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 | 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 | iterative control structures Write short programs that use the fundamental program constructs including standard conditional and | 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 | iterative control structures 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. $ \label{eq:correctly} % \begin{center} \be$ | 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 | 22 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 | 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 | met SLO 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 70% Final Exam: average grade performance | 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 | 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 | was R/N% NOTE: Pall 2015 Project, 8 out of 12 students participated. Average grade performance was 70% Midterm Exam: average grade performance was 6/N% | 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 | 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 | 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 | average grade performance was 87% 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 | 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 | 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 | (DOM). 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 - 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 | 2016 - 2017 (Fall) | Assignment/Project | 3/10/17 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 | server-cirle languiane 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 | 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 | asynchronously from the server. 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 - Web/Mobile App Development (CS) | CIS 114 | JavaScript/Ajax Programming | SLO 5 | Explain JavaScript design patterns and illustrate how they are used to create | 2016 - 2017 (Fall) | Exam | 5/76/17 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 | various applications. Explain JavaScript design patterns and illustrate how they are used to create various applications. | | 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/Mobile App Development (CS) | CIS 114 | JavaScript/Ajax Programming | SLO 6 | Create an advanced project using various libraries and frameworks, with | | 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 | attention to security and performance Create an advanced project using various libraries and frameworks, with attention to security and performance | 2016 - 2017 (Spring) | Assignment/Project | 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. | | Essay | 5/14/17 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. | | 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/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. | | Assignment/Project | | 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) | | 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 | HTML5, CSS and JavaScript for deployment as a native app on Android or iOS using a mobile | 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 | framework such as PhoneGan 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 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/Mobile App Development (CS) | CIS 135 | Android Programming | SLO 3 | | 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 | | 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. | | 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 | 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 | | 2016 - 2017 (Fall) | Pre and Post Test | | 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 | | 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 archic 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 | 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 | | 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 | 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 | | 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 | | 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 | 2016 - 2017 (Fall) | Presentation/Perfor mance | 90% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid | d 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 | 2016 - 2017 (Spring) | Presentation/Perfor mance | 94% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first | d 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/Perfor mance | aid 88% of students earned their American Red Cross certification in Adult/Child/Infant CPR, Adult & Child AED, and Standard first aid | Achieved Goal t | 26 | 23 Based on the assessment results SLO's are appropriate and no further action is necessary at this time |
| 4 | | | | | | | | | | |